

经全国中小学教材审定委员会2004年初审通过
普通高中课程标准实验教科书

英语 2 [必修模块]

Senior High English

北京师范大学出版社 合编
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主编: 王 蓓 Michael Harris
副主编: 曹瑞珍
编者: 马 欣 王 源 Anna Sikorzyńska

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· 北京 ·

To students

Welcome to this new series of senior high school English textbooks! When you first turn the pages, how do you feel about the book? Do you like it? I sincerely hope you do!

With your new book in hand, you should start by getting familiar with it, for example, finding out about the units and lessons, the topics, the overall organisation, the learning requirements, types of activities, and of course ways of assessment. At the beginning of each book, you will find a section on "Learning to Learn". This is designed to help you develop useful ways in learning and build up your confidence. Inside each unit, you will find a lot of opportunities for you to participate in activities, practise the language, explore ideas, solve language problems, exchange information, express your opinions and cooperate with others in listening, speaking, reading and writing. Through the whole process you are supported step by step with learning strategies and with guidance on how to manage your own learning. We believe, by working hard on all the tasks, by participating actively in class without being afraid of making mistakes, and by taking every opportunity to practise using the language outside class, you will be surprised to find how much progress you can make in your English study!

Entering senior high school, you will need to develop more independence and learn to manage your own learning instead of waiting to be told what to do by your teachers. The following are some useful tips for you to develop such capabilities.

REVIEW AFTER EACH LESSON

After each English lesson, review the text and new words you have learned and go over your notes to make sure you understand what you've learned. If you don't understand or have any difficulties, ask your classmates or teacher for help or advice.

READ MORE ENGLISH

Read other English books, newspapers or magazines which interest you and of course as you can find them. Use the reading strategies you have learned in class for your after class reading. This will help you improve your reading speed, expand your vocabulary and increase comprehension. And it's an enjoyable way to learn English, too.

LISTEN TO ENGLISH

Get into the habit of listening to cassettes of the textbooks and tuning in to English language radio and TV stations. You'll benefit from listening to the way English words are used and how they are pronounced correctly.

LOOK AT ENGLISH LEARNING MATERIAL ON THE WEB

<http://www.i21st.cn> offers online English learning materials and learning resources as well as tests and exercises plus many useful links to other resources for English learners.

TALK IN ENGLISH

Talk to your classmates and friends who are also learning English. Make a rule that perhaps for an hour a week, or when you go out together, you'll only speak English to each other! Be brave to talk to a native speaker when you have a chance.

REFLECT ON YOUR LEARNING

Every once in a while, you should find time to look back at what progress you have made and also what difficulties or problems you have encountered. Think about ways how you can improve yourself, then talk to a friend or your teacher about it and try to make a new plan for the next stage of learning.

We hope these tips are helpful and we wish all of you success in your English study!

Chief Editor
Wang Qiang

亲爱的同学们：你们好！

五彩斑斓的高中生活刚刚开始，我谨向你们表示最衷心的祝贺！翻开这套高中英语教材，不知你们的第一感觉如何？喜欢吗？衷心希望你们能喜欢！

学好英语其实并不难，最佳途径就是多用英语进行学习和交流。当你们能够用英语敲开通往世界文化之窗，探索异域文化之精彩的时候，一定会感到未曾有过的喜悦，也会更加体会到祖国文化的博大精深。这一天离你们并不遥远。编写本套教材的初衷就是为你们提供体验语言学习的乐趣，帮助你们获得语言学习的方法，促进你们语言交流能力的发展，丰富你们的人文和科技知识，使你们在高中毕业的时候能够具备初步的跨文化交流的意识和能力，为学习更多的科学文化知识、开展国际交流打好基础。

拿到一本新的教材，你们首先要做的就是了解教材的全貌：有什么话题？有什么栏目？有什么能力要求？有什么学习活动？如何进行评价？在每册书的开篇部分，我们都设计了有关英语学习方法的内容。在每个单元中，我们为你们提供了大量的参与、实践、探究、交流与合作的机会，渗透了对英语技能策略的训练，以帮助你们找到学习英语的有效方法。我们相信“有效的方法+不断的努力”是学好英语的捷径。只要坚持不懈地大胆实践和主动交流，你们的英语学习一定能够取得意想不到的进步。

高中阶段是人生中重要的成长期。在这一阶段的学习中，你们将学到丰富的社会及科学文化知识，发展多方面的能力，并且开始逐步形成自己的人生观和价值观。重要的是，你们每个人都有机会发展别具一格的个人学习风格。你们会发现你们将有更多的自主性和选择权，你们将学会为自己确定学习目标，选择学习内容，发展学习方法，参与自我评价，学会与人合作，这是你们成为自主学习者的开端。我相信，用好这本教材，会让你们每一个人在英语学习中都非同一般，每一个人都会充满自信，每一个人都能取得成功！

祝愿你们高中学习与生活的每一天都过得充实、快乐、自信！

欢迎同学与我们交流沟通，让更多的人分享你成功的喜悦。我们的联系方式是：北京师范大学出版社基础教育分社（100875），电话（010）58804236。

主 编 王 蔷

2004年8月

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LEARNING TO LEARN

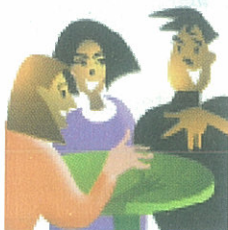
A Starting Off

1 Read the questionnaire and think about your answers.

What kind of learner are you?

1) How do you like learning in class?

- a) Working alone.
- b) Working with a partner.
- c) Working in groups.



2) Do you feel nervous when you speak English in class?

- a) No, I am always relaxed.
- b) Sometimes, when I speak in front of the whole class.
- c) Yes, I always feel nervous.



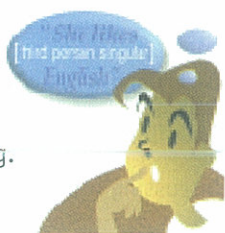
3) What helps you to remember words and phrases?

- a) When I see them.
- b) When I hear them.
- c) When I see pictures of them.



4) How often do you think about grammar?

- a) Only when I do grammar exercises.
- b) When I am reading or writing.
- c) Sometimes when I am speaking.



5) I understand something better after I

- a) try it out.
- b) think it through.
- c) write it down.

6) When I am learning something new, it helps me to

- a) talk about it.
- b) think about it.
- c) write it down.

7) In a group discussion, I am more likely to

- a) jump in and contribute ideas.
- b) sit back and listen.
- c) do my own work.

8) I find it easier for me to

- a) learn facts.
- b) learn concepts.
- c) learn methods.

9) In a book with lots of pictures and charts, I am likely to

- a) look over the pictures and charts carefully.
- b) focus mainly on the written text.
- c) skip the pictures and charts.

2 Work in pairs. Tell your partner about yourself.

- working in groups/alone
- learning by heart/understanding
- saying something aloud/to myself
- talking/reading

Example

I like working in groups. How about you?

3 Choose three of your favourite English class activities.

- a) working out grammar rules
- b) listening
- c) practising pronunciation
- d) reading
- e) speaking
- f) vocabulary learning
- g) preparing for tests
- h) writing
- i) watching videos
- j) group discussion

4 Work in groups. What are the three favourite activities in your group? Tell the class.

B Getting Organised

1 Study the following ways of organising vocabulary. Which ones do you often use?

1 a list of words with Chinese translations

A

alarm 闹钟
atmosphere 大气层, 气氛
awful 非常糟糕的

2 a list of words by topic

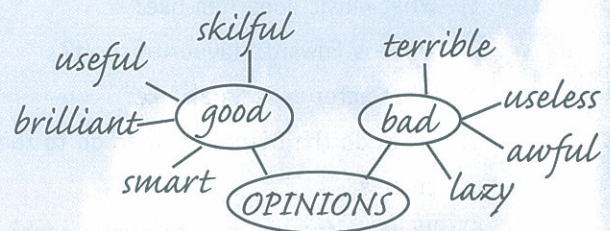
Body

fist	finger	nail
back	shoulder	waist
mouth	teeth	jaw

3 a small card for each new word

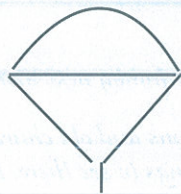
decoration /ˌdekə'reɪʃən/ *n.* something pretty that you put onto something else in order to make it more attractive
usage: *The Christmas decorations this year are fantastic.*

4 a topic word spider



5 a small card with a word and picture

parachute



6 a list of useful expressions

Agreeing

I agree.
You're quite right.

Disagreeing

I disagree.
I don't think so.

Each way of organising vocabulary is good as long as it works for you.

2 Now choose one of the ways (1–6). What further information can you add to improve it? Tick the boxes and suggest one more improvement of your own.

For Way No. ____, I would ____.

- add meaning for each new word.
- include sentences to show how the words can be used.
- add Chinese translations.
- show the part of the speech of the words.
- include pronunciation symbols.
- include pictures.

I would also ____.

C How Good Are You?

Listening

1 Listen to four dialogues. Match them with the places.

- | | |
|------------|-----------------|
| Dialogue 1 | a) at school |
| Dialogue 2 | b) on the phone |
| Dialogue 3 | c) at a party |
| Dialogue 4 | d) at home |

2 Listen again and answer the questions below.

- 1) What music does Tom like?
- 2) What is Edward's favourite sport?
- 3) What actor does Sarah like?
- 4) When do the friends want to go to the cinema?
- 5) What do the two new teachers teach?
- 6) What instrument does Tom want to play?

Reading

1 Read the letter below and decide if these statements are true (T) or false (F).

- 1) Josephine likes going to new places.
T / F
- 2) Josephine is interested in visiting old churches.
T / F
- 3) There is a big sports centre in Ann's town.
T / F
- 4) Josephine wants to buy Ann a Celine Dion CD.
T / F
- 5) Josephine's hobbies are swimming and diving.
T / F

2 Read the letter again and answer the questions below with Yes or No.

- 1) Does Josephine want to visit Ann next week?
- 2) Does Josephine know what to take on her trip?
- 3) Is there an art gallery in Ann's town?
- 4) Does Josephine like fish and chips?
- 5) Does Josephine want to get a street map of Ann's town?

Dear Ann,

Thank you for asking me to come and visit you and your family next month. It is a great idea.

I am really interested in visiting new places. I like museums and old churches very much. I also like visiting art galleries – there are so many fascinating things to see there. I know there is one in your town. Can we visit it? You say that there isn't a sports centre in your town but is there a swimming pool? I enjoy swimming a lot and I love diving. Is there also a place to eat fish and chips? Fish and chip shops are great!

The only problem is that I don't know what to take with me: warm clothes and shoes? What's the weather like in your area? In my town, it rains a lot and that's why I always carry an umbrella with me. And what about other things? For example, a camera?

Please send me some photos of your town and a street map.

One last question – how old is your sister, Gina? I want to bring her a present. Would she like the new Celine Dion CD?

See you soon!

Josephine



A Spaceship

B Half-human, half-robot character

4 Cyberspace

In this unit you will...

- **Read** about the Internet and virtual reality.
- **Listen** to a phone conversation, radio programmes and a song.
- **Practise** telephoning and making suggestions.
- **Write** an e-mail message and an Internet page about your area.
- **Learn** how to make predictions about the future; learn about conditionals.

2 Listen to four experts. Which predictions are they discussing? Use the Key Words to help you.

KEY WORDS

robot, artificial human, cyberspace, planet's climate, global warming, world flooding, time travel, virtual reality, virus

Which word in the box above matches this definition?

n. a word that describes the place where messages, information, pictures, etc. are when they are sent from one computer to another

Warm-up

2004 – *The Day after Tomorrow* is a movie about global warming and how it will destroy cities and change the world in the future.

2001 – *A.I.* is a movie about a boy who doesn't know that he is really a robot.

1866 – *From the Earth to the Moon* is a book about people travelling to the moon.

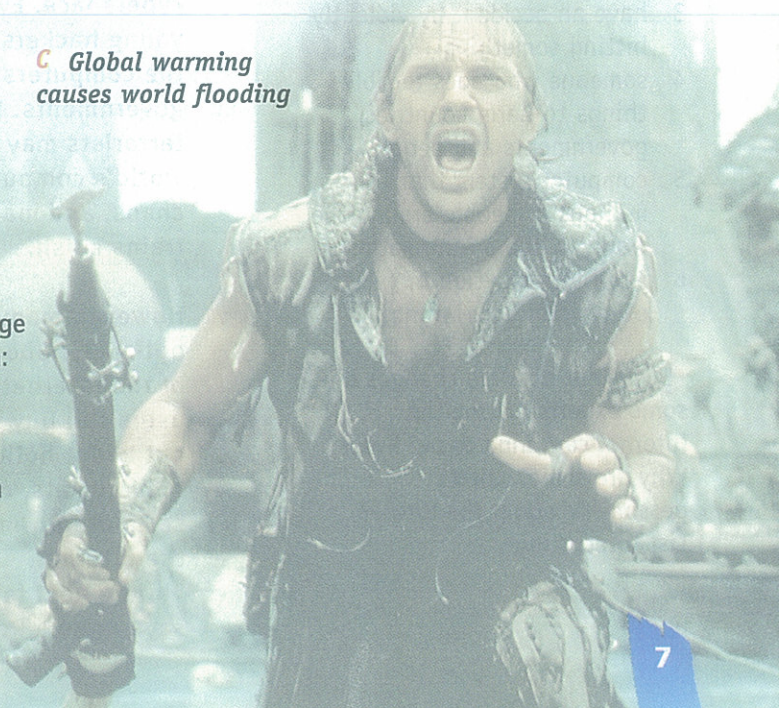
1977–2004 – The movies that make up *Star Wars* are about wars in space. There are many amazing characters in these movies.

C Global warming causes world flooding

1 Which of the films and books mentioned on this page have you seen or read? Which of the predictions in them:

- have already come true?
- do you think will come true in your lifetime?

What other predictions do you know from science fiction books or films that have come true?





1 Tomorrow's World

LANGUAGE FOCUS

Reading

Before you start

1 Imagine life in the next twenty years. How do you think technology will change our lives?

Example *All cars will have computers.*

2 Look at the title of the article. Which of these topics do you think it will mention?

- * the Internet
- * artificial human
- * time travel
- * robots
- * global warming
- * virtual reality

Read to learn

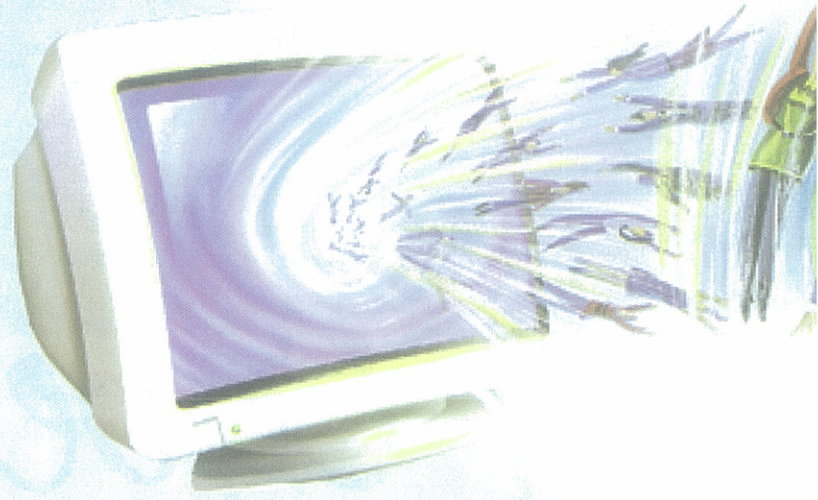
3 Read the article quickly and check your guess to question 2 above.

4 Read the article again and match the vocabulary from the text in the box below with the definitions.

hacker, chaos, terrorist, the Net (Internet), virtual reality, crash

- 1 a person who enters other people's computer programmes in secret
- 2 the use of computers to make situations feel and look real
- 3 have an accident by violently hitting something
- 4 someone who does terrible things to harm countries, governments and people
- 5 computer system that allows millions of people around the world to share information
- 6 a terrible situation in which everything goes wrong

5 What possible changes do some experts believe the Internet can bring to our lives? Why are some experts pessimistic about the future? List three things.



The Future of Cyberspace

Peter Taylor finds out how computers and the Internet are going to affect our lives.

- 1 In the last thirty years, the Internet has grown rapidly. In 1983, there were only 200 computers connected to the Internet; now there are around 50 million and this growth is clearly going to continue.
- 5 Some experts are pessimistic about the future. One worry is crime in cyberspace. Even now, young hackers can get into the computers of banks and governments. In the future, terrorists may "attack" the world's computers, cause chaos, and make planes and trains crash.
- 15 However, many people are optimistic about the future of the Internet. Already, users can buy books, find out about holiday offers, book tickets, and get all sorts of information from the Internet. "In the next few years," says Angela Rossetto of
- 20 *Cyberia* magazine, "it is clear that we are going to see a huge growth in shopping on the Internet." She also believes that, in the future, we will get entertainment from the Net and that television will probably disappear. The mail service may also disappear with the increasing use of e-mail.
- 30 Some experts see our future in virtual reality – the use of computers with sounds and pictures that make you feel as if you are in a real situation. "Personally, I think virtual reality will become a part of modern life," says Australian expert Peter Anderson.
- 35 "I see people living and working in a virtual world. We will work in virtual offices, shop in virtual supermarkets, and we will even study in virtual schools."
- 40
- 45
- 50
- 55



Voice your opinion

6 Do you feel pessimistic or optimistic about the future of the Internet? Why?

Example I'm optimistic about the future of the Internet, because the Net has become a part of our life. We do many things on it, such as...

Grammar

PREDICTIONS will and be going to

7 Read the following sentences from the text. In pairs, decide which

- a) talks about a future event we can predict from a present situation.
- b) expresses our opinions and beliefs about the future.

- 1 ..., "it is clear that we **are going to see** a huge growth in shopping on the Internet."
- 2 She also believes that, in the future, we **will get** entertainment from the Net and that television **will probably disappear**.
- 3 "Personally, I think virtual reality **will become** a part of modern life," ...

➡ **Grammar Summary 1, on page 92.**

8 Which comment is better in each situation?

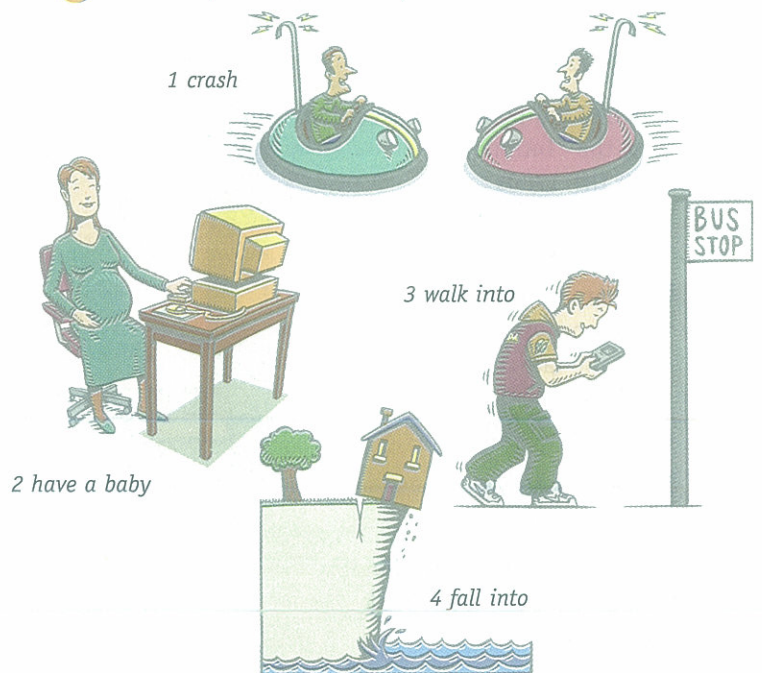
- 1 You're planning to buy a computer.
 - a) I hope it will be cheap.
 - b) It is going to be cheap.
- 2 It's the last ten minutes of a basketball match between Russia and the USA. The score is 102:56 to Russia.
 - a) The USA will lose.
 - b) The USA is going to lose.

9 Complete the text with *be going to* or *will*.

Earth Report!

Dr Carl Wight is an expert on the environment. He speaks to our reporter. "It is clear that in the next few years the Earth's climate (1) _____ change. I'm afraid that this probably means that many kinds of animals, such as the South China tiger, (2) _____ disappear soon. Changes in climate (3) _____ certainly affect people's lives too. Because of global warming, the sea has already destroyed parts of Britain. It is obvious that this destruction (4) _____ become more dangerous in the future. We have to take immediate action, or I fear that life on Earth (5) _____ get worse."

10 Use the pictures to write predictions.



Language in Use

11 Work in pairs. Student A is a pessimist and Student B is an optimist. Make predictions about life by the year 2050.

Example

A: *The earth is going to become more crowded and we are going to have more problems with traffic.*

B: *No, I don't agree. I think there will be no traffic problems by the year 2050 because many of us will be working at home using computers.*



2 Websites

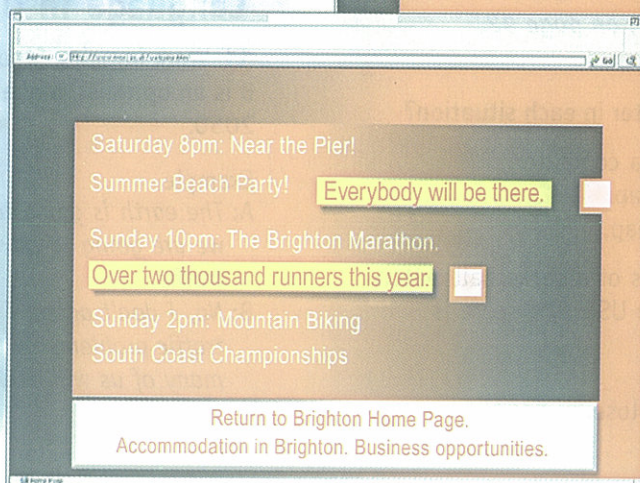
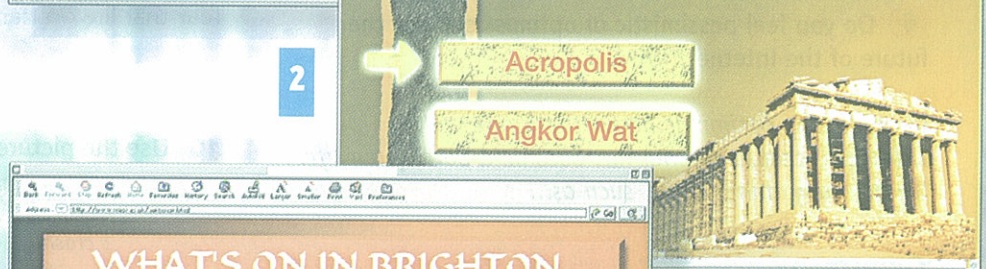
Listening

Before you start

- Do you use the Internet? Do you know anyone who uses the Internet? What do you know about the Internet?
- Can you answer any of these questions about the history of the Internet?
 - Why did the Net begin?
 - for military reasons
 - for scientific reasons
 - for business
 - What year did it start in?
 - 1959
 - 1969
 - 1979
 - When did people start calling it the "Internet"?
 - the 1980s
 - the early 1990s
 - the late 1990s
 - When did the Internet start to grow very fast?
 - the late 1980s
 - the mid-1990s
 - the late 1990s

Listen to learn

- Now listen to the radio programme and check your answers.
- Which "website" can you visit to do these things?
 - find out what's going on in your town
 - look for a job
 - find out world news
 - get information for a school history project
 - write to your friends by e-mail
 - buy clothes

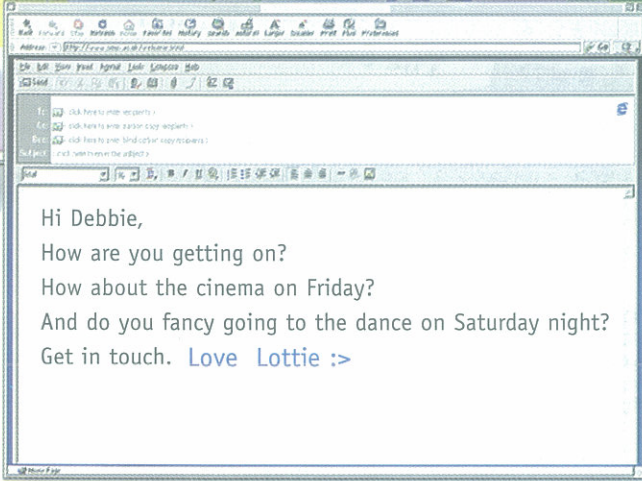




4



6



5

5 Listen to a telephone conversation between two people in Brighton. Which thing from the Internet page do they decide to do?

6 Listen to the conversation again. Complete the Function File with words and phrases from the list.

See you, 973273, Would you like, hang on, are you up to, Do you fancy, I'd better, Why don't we, I can't, I'd love to, Sorry, Let's, This is, please

Pronunciation

LISTENING STRATEGIES: Important words

- Listen for words that are stressed. They are important words. (e.g. 1 hello/Mandy)
- Do not worry if you do not hear all the other words. (e.g. is/are/this/a/on)

7 Listen to some of the sentences from the dialogue. Pay attention to the stressed words. Practise saying the sentences.

Speaking

8 Think of things that you would like to do this weekend in *your* area.

Example

- Friday afternoon – go shopping in the town centre
- Friday night – go to a disco
- Saturday morning – play tennis
- Saturday evening – go to the cinema to see the latest “Star Wars” film
- Sunday morning – sleep!
- Sunday afternoon – watch the local football team

9 Then work in pairs. Have a telephone conversation with your partner and plan the weekend. Use expressions from the Function File.

Example

- A: Hello, 988167.
 B: Hi, it's Tom.
 A: Oh, hi!
 B: What are you up to this weekend, John?

QUOTE ... UNQUOTE

“Computers are useless. They can only give you answers.”

Pablo Picasso, Spanish artist (1881–1973)

Telephoning/ Making suggestions

Answer the phone Hello. (1) _____ .

Say who you are Hello, Mrs Turner. (2) _____ Mandy.

Ask to speak to somebody Can I speak to Lucy, (3) _____ ?

Ask somebody to wait Just (4) _____ a second.

Ask about plans What (5) _____ this weekend?

Say you didn't hear (6) _____ ?

Make suggestions (7) _____ go on Saturday morning? (8) _____ doing something on Friday night? (9) _____ to go?

Reject suggestions Well, (10) _____. I've got a music lesson.

Accept suggestions Great, (11) _____ .

Finish the call Well, (12) _____ go now.

Make an arrangement (13) _____ meet at 6:30, outside the cinema.

Say goodbye Right. (14) _____ tomorrow.



3 Virtual Reality

Reading

Before you start

1 Which of these uses for virtual reality are possible now?

* virtual reality holidays * learning to fly using virtual reality technology * playing virtual reality computer games * visiting virtual museums on the Internet

2 Look at the two websites and answer these questions about them:

- 1 Which website do you think is real?
- 2 Would you like to visit the Science Museum website? Why or why not?
- 3 Would you like to go to a virtual university?

Read to learn

3 Read the dialogue and answer the questions.

Tom: Hi, Cathy. What are you up to this weekend?

Cathy: Don't ask, Tom. I have lots of work to do.

If I don't finish my project on the history of the Internet for next Monday's lesson, the science teacher will be angry. What about you? Do you have anything planned for Saturday and Sunday?

Tom: It depends on the weather. *If it's good, Dad, Mum and I will probably go camping. But we won't go if it rains. Hey, if I stay home, I'll help you with your project if you like.*

Cathy: Thanks for the offer. Tom, can you suggest any good books for my project? *If you tell me some titles, I'll look for them in the library.*

Tom: Use the library computer. *If you go to the Science Museum website, you'll find lots of good information. I'll send you the website address when I get home.*

Cathy: Thanks. Just think, if we had virtual reality holidays, we wouldn't have any problems with the weather. What's more, we wouldn't have to spend a long time travelling on planes to get to our holiday destinations.

Tom: What do you mean?

Cathy: Well, in the future, we'll be able to use modern technology to go anywhere we like. We won't have to go there in the flesh at all! Wouldn't that be great? I feel excited just thinking about it.

Tom: I don't understand. Cathy, do you mean we'll use the computer to travel around the world, entering and exiting countries in seconds and visiting all the historical sites?

Cathy: That's right! Just imagine never having to pack a suitcase! We would not only be able to travel around the world, but also go to study in any world famous universities we wanted to.

Tom: That could be really exciting! But I still find it hard to imagine. You would see it but you couldn't dip your toes in the sea or eat the foods you saw. You would not experience it.

Cathy: Well, if they invented virtual reality holidays, I'd go on an around-the-world tour. Tom, what would you like to do if someone gave you the chance?

Tom: I don't really know. Personally, I'm more interested in virtual universities than virtual reality holidays. I'd like to go to a world-famous university, like Stanford. But I guess, a virtual university just wouldn't be the same, would it?

Cathy: True, but just think—you would be able to study in such a world-famous university without going out of your room!

- 1 Why can't Cathy go out this weekend?
- 2 Where is Tom planning to go?
- 3 Does Cathy have a programme for "virtual" holidays on her computer?
- 4 Does she really think she will have the chance to go on a world tour?
- 5 What would Tom like to do with virtual reality?
- 6 Why is Cathy so excited about the technology?

Voice your opinion

- 4 What are the advantages and disadvantages of a virtual university? Would you like to go to such a university? Why?

Grammar

FIRST CONDITIONAL

- 5 Read the sentences in italics in the first seventeen lines of the dialogue. Are the sentences used to talk about:

- a) unlikely situations in the future?
- b) possible situations in the future?

- 6 Write these sentences as First Conditionals. Put the verbs in brackets in the correct form.

Example *What will you do if your computer doesn't work?*

- 1 What (do) if your computer (not work)?
- 2 (You go) out with me on Saturday night if you (finish) the project?
- 3 If you (go) to that website, you (find) some interesting information.
- 4 (You go) to that concert if it (rain)?
- 5 She (buy) a computer if she (get) that job.
- 6 I (give) you the information if you (telephone) me tomorrow.
- 7 What (you do) if the weather (not be) good tomorrow?
- 8 My sister (not go) to London if she (not pass) her exams.

SECOND CONDITIONAL

- 7 Read the sentences and decide what the people are expressing.

If we **had** virtual reality holidays, we **wouldn't have** any problems with the weather.

If they **invented** virtual reality holidays, I'd **go** on an around-the-world tour.

- a) unrealistic hopes for the future
- b) plans for the future
- c) something that isn't possible now

⇒ **Grammar Summary 2, 3 on page 92.**

- 8 Who would say these things, a or b?

- 1 If I had the money, I would buy a new IBM computer.
 - a) a student
 - b) a millionaire
- 2 If I felt ill, I would stop smoking.
 - a) a smoker
 - b) a non-smoker
- 3 If I were a teacher, I would be popular with my students.
 - a) a teacher
 - b) a journalist

- 9 Use the cues below to write Second Conditional sentences.

- 1 surf the Internet/find interesting information
- 2 not have a try/ laugh at
- 3 take part in the game/win the game
- 4 tell the police/help you to get out of trouble
- 5 make new friends/use the Internet

- 10 Which place in the world would you like to go to? Write a conditional sentence about the places below and three other places of your choice.

Example

If I went to Italy, I would go and see the Leaning Tower of Pisa.

Egypt Paris London Canada Italy
Sydney Beijing Xi'an

Language in Use

- 11 Write about your ideal future. Think about your home, job, partner, family, etc. Write conditional sentences to explain why you would like this kind of life.

Example

I'd like to live in Africa and work as a doctor. If I were a doctor in Africa, I would help a lot of people.

In pairs, discuss your choices.

Example

A: I'd like to be an astronaut. Because if I were an astronaut, I would ...



4 Virtual Tourism

SKILLS FOCUS

Reading

Before you start

- 1 Look at the photos and guess a few things about Auckland.

Example

Auckland is near the sea.

Read to learn

- 2 Read the Internet page quickly and check your guesses.



AUCKLAND * New Zealand

a guide

- Auckland is the largest city in **New Zealand**. It has a population of just under a million people and is located on **North Island**. This seaside city is an important centre for **business and industry**. It is also the most exciting city in New Zealand with people of many different cultures living there.

The **history of the city** goes back 650 years when the **Maoris** settled in the area. European settlement began in 1840 when the British arrived. Auckland was the capital of New Zealand for some time. Later, the capital moved to **Wellington**, because it was more central. Since 1945, the city of Auckland has grown and it now has large modern suburbs. In 1985, the New Zealand government made the whole country a **nuclear-free zone** and since then Auckland has been a centre for protest against nuclear testing in Asia Pacific.

Famous sights include **Mt Eden**, one of many large volcanoes, as well as the **Auckland Harbour Bridge**. At the **Parnell Village**, you can visit some of the first European homes. In the city, you can enjoy an amazing view from the **Sky Tower**, which is the city's tallest Tower. You can also see Maori traditional dances at the **Auckland Museum**.

From anywhere in the city, you can see the sea. Auckland is called "the city of sails" because it has more boats than anywhere else in the world. It has a warm climate with plenty of sunshine – the average temperature in January (summer) is 23.4°C and in July (winter) it is 7.8°C. It has some of the best beaches in New Zealand for doing water sports: swimming, diving, fishing, sailing and surfing.

It is easy to travel between Auckland and the rest of New Zealand. There are regular international flights, too. However, flights from Europe take over twenty-four hours and are expensive.

- 4 Match the topics a–f with the five paragraphs in the text. There is one extra topic.

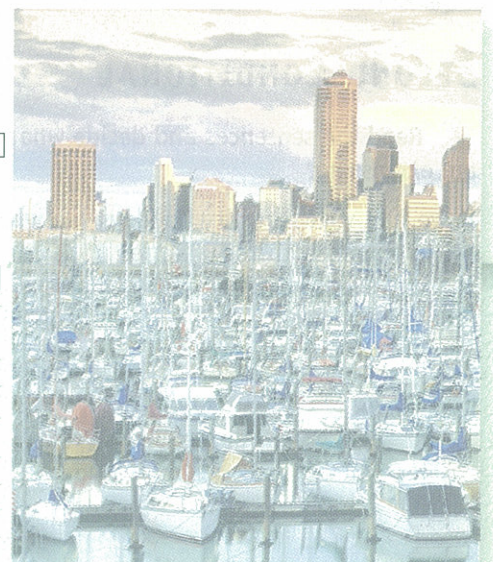
- a) the history of the city 2
 b) travel links
 c) things to see in Auckland
 d) night-life in Auckland
 e) for water lovers
 f) New Zealand's largest city

1 Maori dancer



- 3 Read the text and complete the table below.

Population	
Location	
History	
Famous sights	
Climate	



2 Auckland Harbour



3 Auckland's beaches



4 Auckland Domain



5 Barbecue in the Domain

READING STRATEGIES:

Matching topics/ paragraphs

- Read each paragraph carefully.
- Pay attention to the first sentence of each paragraph as it often introduces the main idea.
- Identify 3–5 of the most important words and underline them with a pencil.
- Look at the list of topics and match them to the paragraphs.
- Check that the extra topic does not match any of the paragraphs.

5 Match this information with the words in blue in the text. These are called “hot words”. On a real Internet page you can “click” on these words to get more information.

- 1 New Zealand produces iron and steel, machines and cars.
- 2 The first people of New Zealand came from other Pacific islands.
- 3 The capital of New Zealand is the world’s most southern capital.
- 4 This bridge is one of the city’s most famous sights. It was built in 1959.
- 5 New Zealand does not allow nuclear materials anywhere in the country.

6 Complete the description with these linking words from the text. also (paragraph 1), as well as (paragraph 3), too (paragraph 5)

Auckland is a modern city. It is a nice place to live and it has good weather (1) _____. The city has lots of good beaches for water sports (2) _____ lots of good places to fish. It is (3) _____ known as “the city of sails” because of all the boats there.

Vocabulary

7 Read these sentences with *do* and *make*.

When you are in New Zealand, make a visit to Auckland. It is an ideal place to do water sports.

Which verb, *do* or *make*, would you use with these words?

a guess, homework, a phone call, a suggestion, an arrangement, a mistake, the bed, the shopping, the washing, a noise, very well in English, friends, the dishes

Write five sentences about your life with examples from this list.

8 Underline the correct word to complete each sentence.

- 1 The school’s **location** / **located** / **locate** is right near the river but the hospital is **location** / **located** / **locate** on the other side of town. How will I **location** / **located** / **locate** you when I arrive in town?
- 2 Maybe we should meet in the **central** / **centre** of town. The library is very **central** / **centre**. Do you know where it is?
- 3 The library is built where the European **settle** / **settlement** / **settlers** originally was. I wonder why they chose to **settle** / **settlement** / **settlers** so far from the river? I suppose the **settle** / **settlement** / **settlers** were worried that the river might flood.
- 4 I’m going to look like a real **tour** / **tourist** / **tourism** with my map and my camera. And I’m going to take a **tour** / **tourist** / **tourism** of the city. Is it true that **tour** / **tourist** / **tourism** is now a big industry in New Zealand?

Speaking

9 Imagine you have a weekend in Auckland. Choose places you would like to visit and things you would like to do. Then work in pairs. Plan a weekend together in Auckland.

Example

A: *Why don't we visit Auckland Museum on Saturday morning?*

B: *That's a good idea. Do you fancy going to the beach after that?*

Tell the class what you have decided to do.



Communication Workshop

Writing: An Internet Page

Before you start

Copy and complete the notes about Sydney with this information:

3.9 million,
Chinatown,
Sydney Harbour Bridge,
seaside city,
surfing,
Sydney Tower,
officially created a city

1. INTRODUCTION/HISTORY:

Sydney

location: South-eastern coast of Australia / _____

general: modern / beautiful city

population: almost _____

history: founded in 1788 / 1842 _____

2. THINGS TO SEE:

places to visit: Sydney Opera House / _____
Darling Harbour / _____

Scenery: beach/forest/mountains

3. THINGS TO DO:

sports: sailing / _____ / Bondi Beach

tourism: Blue Mountains

going out: international cuisine / _____

Write an Internet page for your city, town or area. Follow the stages.

Stage 1

Write notes in three paragraphs for your Internet page, like the example above.

Stage 2

Use your notes to write key sentences for each paragraph about your area.

Example

Qingdao is an attractive city located on the eastern coast of China.

Stage 3

Write your description. Underline the "hot words" on your Internet page which someone could click on to get more information about the topic.

⇒ **Writing Help 1** (layout, vocabulary and linking), on page 90.

Stage 4

Check your own and your partner's writing.

⇒ **Writing Help 1** (checking).

Talkback

In groups, look at the other descriptions. Ask for and give information about underlined words.

Example

A: I'd like more information about going out.

B: Well, there are lots of cinemas and there are ...

Listening: A Song

 Listen and complete the song.



"The Telephone Call"
by Kraftwerk

The (1) _____ you have reached has been disconnected.

I give you my affection and I give you my (2) _____.

Trying to get a connection on the (3) _____ line.

You're so close, but (4) _____ away.

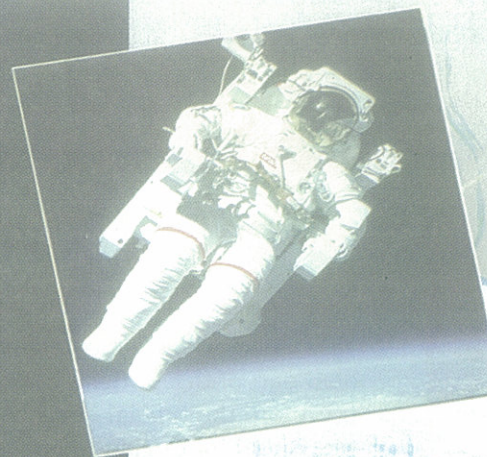
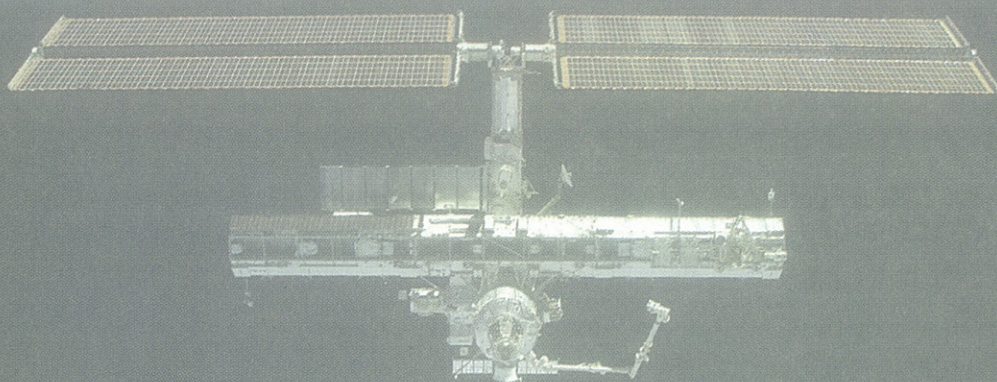
I call you up all (5) _____ and (6) _____.

I call you up from time to (7) _____.

To hear your (8) _____ on the telephone line.


Why is the singer always phoning?

- to listen to the recorded voice
- to get a connection



Speaking: Planning a Scientific Experiment

Before you start

- 1 Discuss with your partner about any scientific experiments that have been done in space.
- 2  Listen to the radio programme and answer the following questions:
 - 1 What was the first idea for an experiment?
 - 2 What experiment did they finally decide to do?
- 3 Discuss the topic.

What do you think are some of the reasons that people carry out experiments in space?

Decide on a subject for a scientific experiment to be carried out in space. Follow the stages.

Stage 1

Choose a subject that you would like to study in space.

Example

spiders, bees, fish

Stage 2

Work in pairs. Decide on some specific research questions that you want to study.

Example

A: *I want to know if spiders can still make a web in space.*

B: *That's interesting. I'd like to find out how they eat a fly. Oh, will a fly fly in space? ...*

Stage 3

Prepare to introduce your plan to your classmates. Give the reasons for your choices and the things you want to find out. Tell the rest of the class what you have decided on and why.

Example

We've decided to send two spiders into space.

Our questions are: What will happen to their webs?...

Talkback

Which of these problems did you have when you were giving your talk?

- a) I got nervous.
- b) I made a lot of mistakes.
- c) I forgot some words.

Don't worry when you make a mistake. Continue talking.

Culture Corner

New Zealand Fact File

Government

New Zealand has its own government, but it is also part of the British Commonwealth, and therefore the official head of state is Elizabeth II, the Queen of England, Scotland and Wales. New Zealand was the first country in the world to give the vote to women in 1893, to have old age pensions and the eight-hour working day.

Geography

New Zealand, in the South Pacific, consists of two large islands plus other smaller islands with an area of 270,000 sq km. North Island has a warm climate and there is quite a lot of volcanic activity. South Island is cooler and has a higher rainfall. In the South Island, there are the Southern Alps with Mount Cook (3,754 m), the highest mountain in New Zealand.

Economy

New Zealand has some industry but agriculture is more important – there are 55 million sheep, 8 million cows and 1 million goats in New Zealand!

Wildlife

New Zealand was cut off from the rest of the land on Earth for 80 million years and has some unique animals and plants. For example, the kiwi (the symbol of New Zealand) is a large bird which cannot fly.

The People

Over 80% of the 3.6 million people are of

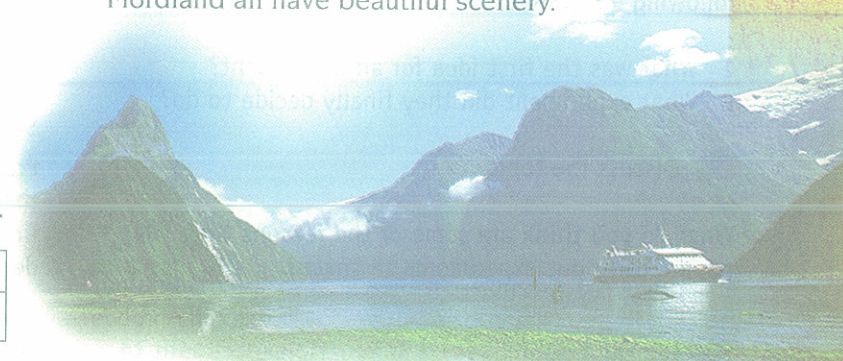
European (mainly British) origin. Around 9% of the population are Maoris who came to New Zealand from other Pacific islands in the thirteenth and fourteenth centuries. The two official languages in the country are English and Maori.

Lifestyle

New Zealanders, who are also known as “Kiwis”, are relaxed people who love outdoor life. It is not surprising that New Zealand is successful at many sports. Its national sport is rugby and its team, “The All Blacks”, are often the best in the world.

Places to visit

New Zealand has beautiful scenery. In North Island, the Bay of Islands has lovely old forests and beautiful beaches and the Coromandel is perfect for sailing and watersports. Rotorua is the centre of Maori culture and has wonderful hot springs. In South Island, the Southern Alps, the West Coast region and the national park of Fiordland all have beautiful scenery.



1 Read the text and complete the table below.

Location:	Languages:
Population:	Weather:

2 Read the text again and answer these questions:

- In what ways was New Zealand advanced in the area of human rights?
- What is the most important part of New Zealand's economy?
- Why are there some strange animals in New Zealand?
- What kind of lifestyle do most New Zealanders have?
- What is there for tourists to see in New Zealand?

3 Find these names in the fact file.

New Zealand's national rugby team, New Zealand people, the highest mountain in New Zealand, the symbol of New Zealand, the first people of New Zealand.

notes:

British Commonwealth 英联邦
 vote /vəʊt/ n. 投票权
 pension /'penʃən/ n. 退休金, 养老金
 consist of 由……组成
 economy /i'kɒnəmi/ n. 经济

kiwi /'ki:wi:/ n. 几维(鸟)
 origin /'ɒrɪdʒɪn/ n. 起源, 出身
 rugby /'rʌɡbi/ n. 橄榄球
 hot spring 温泉
 region /'ri:dʒən/ n. 地区

Bulletin Board

A student is doing research on people's opinions on the Internet. Read the note and the two responses. Then add your ideas on the board.

Web Life

Hi, guys!
I'm doing some research on why people use the Internet. I need your help. Let me know what you think about the Internet and for what purposes you use it. Please send your views to our website. Looking forward to receiving your replies.

I don't surf the Internet any more. It takes me a long time to find the information I need. Since giving up using the Net, I've spent more time doing sports, talking with my parents and going out with my friends. Giving up using the Net is the best decision I've ever made.

I use the Internet to find information for assignments, and to keep up-to-date with events happening around the world. I think finding information on the Net is more convenient than searching for books in a library. The Internet also helps me to keep contact with my friends. We chat on the Net and send e-mail to each other. With the Net I think we're closer and the world becomes smaller. I like using the Net.



Unit Diary

1. My favourite lesson(s) in this unit is/are _____.

<input type="checkbox"/> Lesson 1 Tomorrow's World	<input type="checkbox"/> Lesson 3 Virtual Reality
<input type="checkbox"/> Lesson 2 Websites	<input type="checkbox"/> Lesson 4 Virtual Tourism

2. In this unit, I've learned to _____.

<input type="checkbox"/> talk about the future of the world	<input type="checkbox"/> talk about the Internet
<input type="checkbox"/> talk about websites	<input type="checkbox"/> talk about New Zealand
<input type="checkbox"/> write an e-mail message	<input type="checkbox"/> write an Internet page

3. After learning this unit, I understand what virtual tourism means. Y N

4. I think surfing the Internet is (worth the time a waste of time)
because _____.

5. I can list the following ways of making use of the Internet.

<input type="checkbox"/> _____
<input type="checkbox"/> _____
<input type="checkbox"/> _____

6. I prefer _____ (spending hours on the Net doing outdoor activities)
because _____.

7. My favourite activity in this unit is _____.

8. I still have great some a little no difficulty with "will" and "be going to"
and great some a little no difficulty with the conditionals.

9. The new words I've learned and remembered in this unit are:
_____.

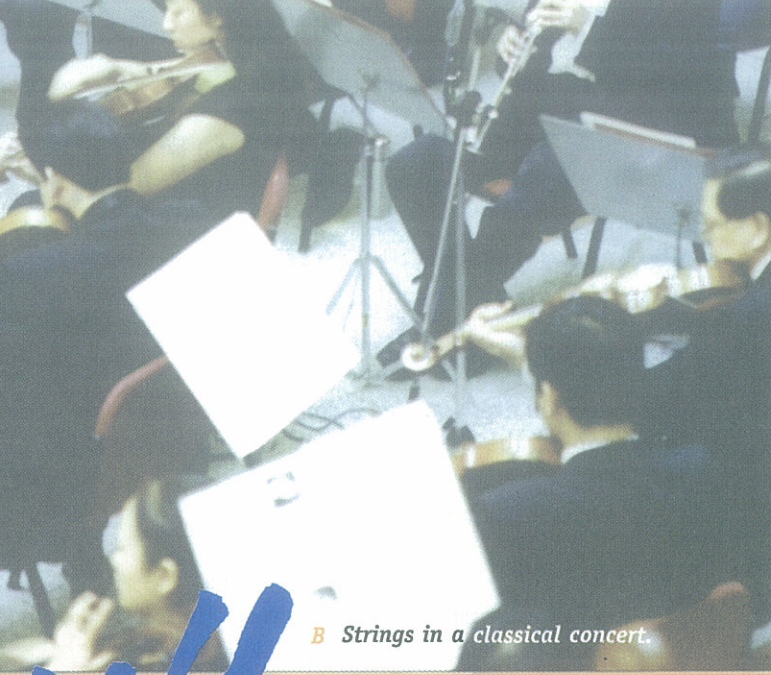
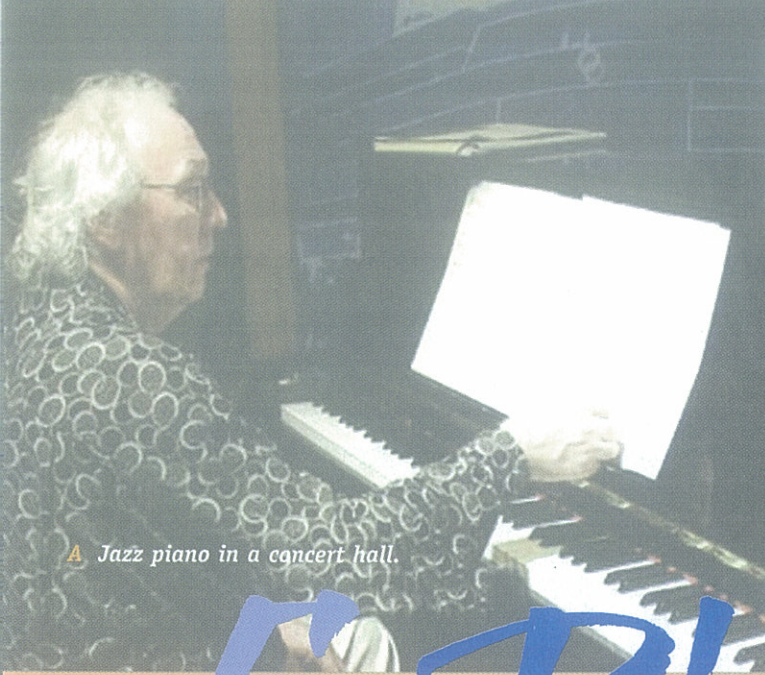
10. The new words I still have difficulty remembering are:
_____.

11. I find the following ways of learning English helpful:

<input type="checkbox"/> searching for English information on the Net	<input type="checkbox"/> finding an e-pal and chatting in English
<input type="checkbox"/> reading English novels/stories regularly	<input type="checkbox"/> writing e-mails in English
<input type="checkbox"/> watching English cartoons/ films	<input type="checkbox"/> keeping a vocabulary notebook
<input type="checkbox"/> taking notes in the textbook	<input type="checkbox"/> listening to English wherever I go

My plan for the next unit:

I need to _____
_____.



A Jazz piano in a concert hall.

B Strings in a classical concert.

5 Rhythm

In this unit you will...

- **Read** an encyclopedia extract and a concert review.
- **Listen** to dialogues, a radio programme and a song.
- **Talk** about Beijing Opera, dance and music.
- **Write** a personal note and a concert review.
- **Learn** how to talk about the future.

Warm-up

1 Look at the pictures and the Key Words. What kinds of music and dance do you know? Add to the lists in the Key Words box.

KEY WORDS

Music: classical, pop, folk, jazz, rock 'n' roll
Dances: disco, folk dance, ballet

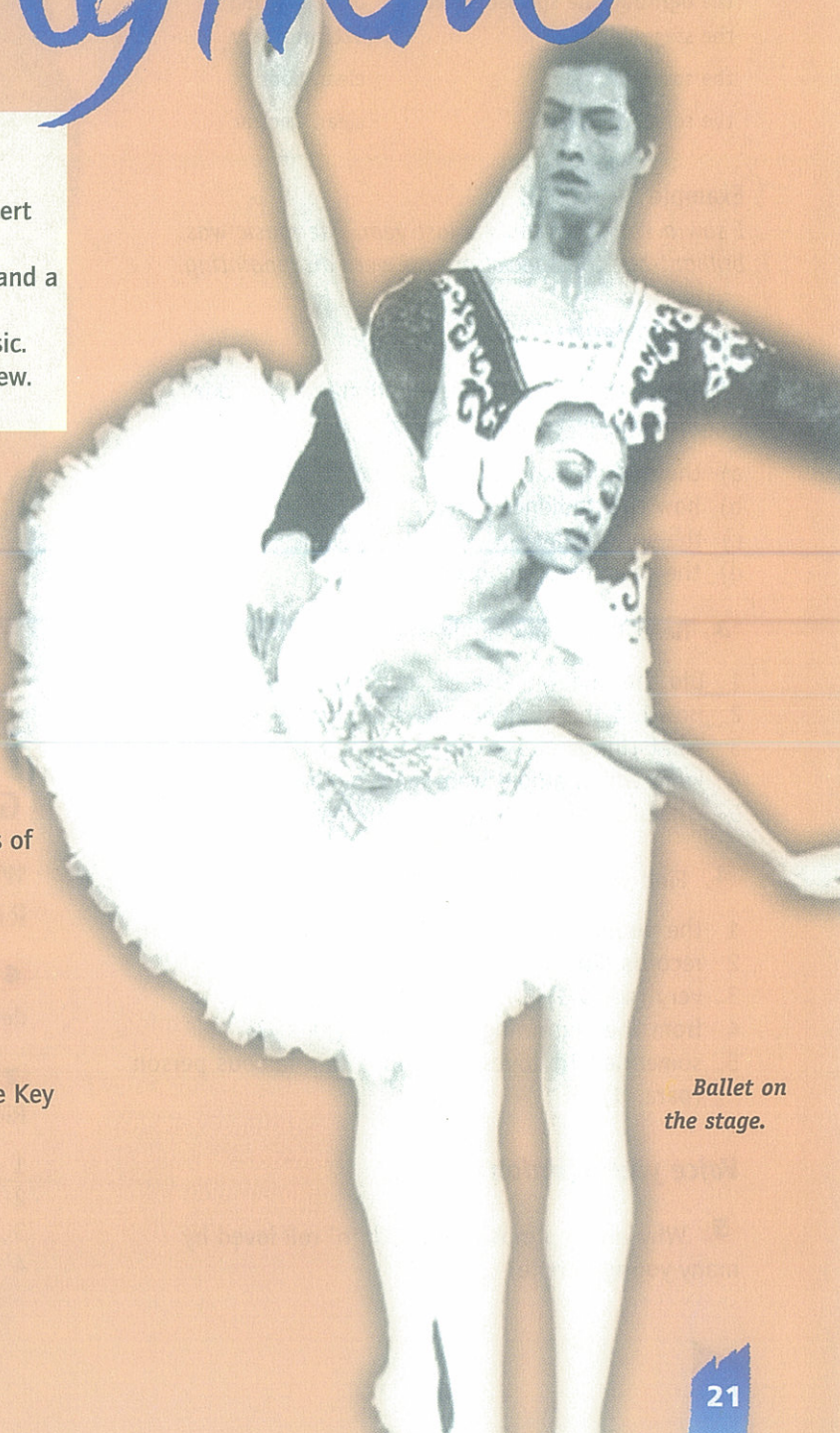
2 Listen to the extracts about rhythm and different art forms. Match the extracts to the types of performances listed below.

- Beijing Opera
- Rock 'n' Roll
- Folk Dancing
- Ballet

3 Listen to the extracts again. Which of the Key Words do the speakers use to discuss rhythm?

KEY WORDS

beautiful, famous, loud, noisy, fast, exciting, electric, popular, historical, excited, bright, traditional, sudden, important, different



Ballet on the stage.



1 Performance

Reading

Before you start

1 Have you ever watched a concert “live”, on TV or on video? Tell the class about it using the Key Words to help you.

KEY WORDS

The Concert

the music, the singing,
the guitar, the drums

the lighting, the special effects
the stage design

the sound

the songs, the words

Adjectives

boring, brilliant,
exciting, fantastic,
poor, quite good,
really loud

disappointing
extraordinary

clear, poor

clear, unclear

Example

I saw a Wang Fei concert last year. The music was brilliant but the special effects were disappointing.

Read to learn

2 Read the concert review and match the four paragraphs with the titles (a–d).

- a) the end of the concert
- b) how the audience reacted
- c) the songs played
- d) the start of the concert

3 Read the review again and answer these questions.

- 1 Did the reviewer like the concert? Why or why not?
- 2 How did the audience react to the singer?
- 3 What things about the concert were not very good?
- 4 From which album were most of the songs?
- 5 What feelings did she show in her songs?

4 Find words in the text with the following meanings:

- 1 the people who watch a concert (para. 3)
- 2 records (Intro.)
- 3 very (para. 1)
- 4 from the beginning to the end (para. 3)
- 5 someone who loves and supports a famous person (para. 1)

Voice your opinion

5 Why are pop music and rock ‘n’ roll loved by many young people?

Alanis—A True

Canadian singer and song writer, Alanis Morissette, is used to being in the public eye. Her most famous album *Jagged Little Pill*, came out in 1995 when she was only twenty-one years old. It sold 15 million copies and made her world famous. Since then she has made several more albums and she has continued giving great performances on stage.

- 1 Last Thursday night, hundreds of fans went to the Corn Exchange in Cambridge, England to see Alanis Morissette performing in concert. It was Morissette’s first performance in England since her song “Uninvited” won this year’s Grammy Award for the best rock song. The 30-year-old singer has a strong fan base in England. There was not an empty seat anywhere in the concert hall at last Thursday’s event, although it was an extremely cold night. “Sure it’s cold outside, but I hope we’ll warm it up in here for you,” Morissette said to the large crowd before she started to play.

- 5 During the 3-hour concert, Morissette used a lot of material from her award-winning album “*Jagged Little Pill*”. She also played a few songs from her new album, such as “Everything But ...”, which tells the story of someone looking for love in the wrong places. Morissette gave a creative and powerful performance in another song

Grammar

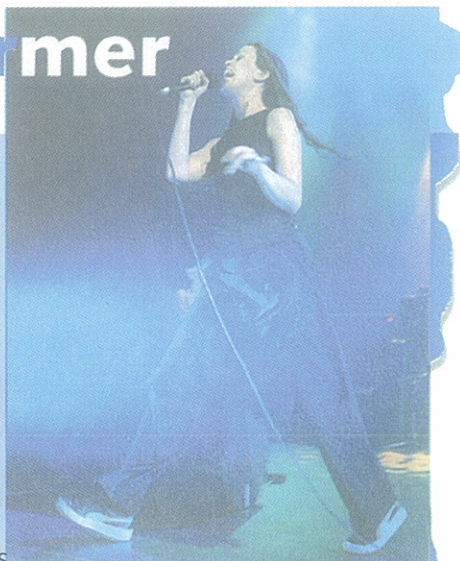
will FOR DECISIONS; TIME CLAUSES REFERRING TO THE FUTURE

6 Listen to the telephone conversation. Who decides to pick up the concert tickets, Sue or Ricky?

7 Listen again. Who said these things, Sue or Ricky?

- 1 I’ll pick up the tickets at lunchtime tomorrow.
- 2 I’ll go and pick them up as soon as school finishes.
- 3 I’ll ask her when she gets back tonight.
- 4 I’ll go and get them now, before I go to the dentist.

Performer



“Utopia”. Her singing was full of feelings; the first part of the song was filled with anger, while the last part expressed love and joy.

- 25
- 30 Although the concert hall was cold and the sound system caused a few problems, the audience could still enjoy the concert. Many people in the crowd were obviously long-time fans and they knew the words and sang along to nearly every song. Throughout the concert, the atmosphere inside the concert hall was extremely exciting. Everyone agreed that they were greatly impressed by Morissette's brilliant music and singing.
- 35
- 40

At the end of the three hours, Morissette showed that she was a true performer, singing a well-known song “Heartache”. She finished the evening with a new song about the life of a superstar. While I watched and listened, I knew that I was seeing the performance of a real superstar.

- 45

8 What verb form do Sue and Ricky use to make sudden decisions as they speak?

9 Look at this sentence. What time does the underlined part talk about: the present or the future? What tense is used?

I'll go and pick them up as soon as school finishes.

Look at the sentences in Exercise 7. What linking words are used?

ADVERBIAL CLAUSES (I): CONCESSION

10 Read these sentences from the text and underline the word which introduces a clause of concession.

There was not an empty seat anywhere in the concert hall at last Thursday's event, although it was an extremely cold night.

Although the concert hall was cold and the sound system caused a few problems, the audience could still enjoy the concert.

⇒ Grammar Summary 4, on page 92.

11 What decision will you make in each situation? What will you say?

Example 1 *Don't worry. I'll help you.*

- Your younger sister is worrying about a maths test tomorrow.
- You're very hungry and you see a café on the other side of the street.
- You're passing a flower shop when you remember that it's your friend's birthday today.
- You're reading a TV programme guide. There's a concert with your favourite singer tonight.
- The telephone rings.
- There's a knock at the door.

12 Finish the sentences.

Example *We'll make tea when the guests arrive.*

- We'll have a party when _____.
- I'll tell you before _____.
- They'll come to attend the meeting although _____.
- Although _____, she's already been promoted twice.
- No, this is my responsibility, although _____.

Language in Use

13 Work in pairs and talk about your future plans. Use the expressions below to help you.

go to college, find a job, rent a flat, learn to drive, go on holidays, continue studying ...

Example A: *I will find a job as soon as I finish college.*
B: *I will continue studying when I finish college.*



2 Beijing Opera

SKILLS FOCUS



Listening

Before you start

1 What do you know about Beijing Opera? Work in pairs and choose the right answers.

- When did Beijing Opera start?
 - the late 18th century
 - the late 19th century
 - the late 20th century
- How many main roles are there in Beijing Opera?
 - 4
 - 8
 - 12
- What are the main instruments played in Beijing Opera?
 - violin
 - jinghu*
 - drum
 - piano
 - sanxian*
 - guitar
- Match the main roles with their names.

<i>sheng</i>	male roles with brightly painted face
<i>dan</i>	female roles
<i>jing</i>	clown roles
<i>chou</i>	male roles

2 Look at the pictures and try to guess where the characters are. Pay attention to the costumes that the actors and actresses wear and the stage designs. Match each statement with a picture.

- They are in a city.
- She is in a carriage.
- They are in their new bedroom.
- She is on a horse.

3 Match the following words with their meanings. Then use the words to complete the sentences below.

combine, treasure, mask, acrobatics, costume

- the clothes worn in a play or film
 - mix two or more things
 - something with special value
 - movements of one's body in a skilful way
 - something that covers one's face
- This golden ring is a real _____.
 - My mother sewed my _____ for the school play.
 - I love watching _____ but it looks very difficult!
 - The first step in making a cake is to _____ the milk and butter.
 - The singer wore a _____ that was made of wood.

Listen to learn

LISTENING STRATEGIES: Listening for understanding

- Before listening, read the questions.
- Use your general knowledge to think of possible answers.
- listen and identify key words to help you answer the questions.
- The first time you listen, try to get the general idea and take notes.
- The second time you listen, listen carefully and try to note down the answers.

4 Listen to the first and second part of a TV programme. Use the Strategies to answer the questions.

- 1 What skills do Beijing Opera actors need to have?
- 2 Where was Beijing Opera performed at the beginning?
- 3 Why does it have very loud music and a sharp singing style?
- 4 Why do performers wear brightly coloured costumes?

5 Read and listen to the last part of the programme. Then answer the questions.

Student 2: Professor Shang, the stage design of Beijing Opera is usually very simple. Sometimes, there are just two chairs and a table. How do the performers perform on such a simple stage?

Prof. Shang: Well, symbols play a very important role in Beijing Opera. Many body movements can represent actions such as opening a door, climbing a hill, going upstairs or rowing a boat. For example, when a lady is riding in a carriage, the performer actually walks with a flag on each side. Four generals and four soldiers represent an army of thousands. In other words, every action and movement in Beijing Opera is important.

Presenter: Well, thank you very much, Professor Shang. We've certainly learned a lot about Beijing Opera today.

- 1 What does the stage look like in Beijing Opera?
- 2 How do symbols play an important role in Beijing Opera?

6 Listen to two dialogues. What do the students Li Ming and Zhu Meiling get permission for? What do they not get permission for?

7 Listen again and complete the Function File with these words:

would, can't, let, could, OK, know, excuse me, must, everyone's going, can(x2)

Asking for, giving and refusing permission

Informal

You (1) _____ my classmate Yang Pufang.
Well, Pufang's going to have a birthday party this Saturday afternoon. Is it (2) _____ if I go? The party's a special occasion and (3) _____.
Oh, all right ... I'll (4) _____ you go, but I need you to be back by 8 o'clock at the latest.
Thanks, Mum. And I was thinking ... (5) _____ I go to the cinema with Pufang on Sunday?
What about your grandpa and grandma? Who's going to help me look after them if you go?
Oh, Mum. Please let me go to the cinema.
You can go to Pufang's birthday party but you (6) _____ go to the cinema.

Formal

(7) _____, Miss Wang?
(8) _____ it be all right if I handed in my project next week?
OK, you (9) _____ give me your project first thing on Monday morning.
(10) _____ I write up the project in Chinese?
No, I'm afraid you can't. You (11) _____ use English like all the other students.

Speaking

8 Imagine you have to ask for permission in the situations below. Think of good reasons.

You need permission ...	You need to ask ...
1 to miss a test at school	your teacher
2 to go away for the weekend	your parents
3 to organise a party at school	your head teacher
4 to invite a penfriend to stay at your house in the summer	your parents

In pairs, use the language from the Function File to act out your dialogues.

Example

A: Excuse me, Ms Tomal?
B: Yes, Marek.
A: Would it be all right if I missed the English test next week?
B: The test! Why?
A: Well, you see ...

9 What do your parents let you do and not let you do? Write five sentences with *let*. Include one sentence that is false.

Example My parents don't let me play loud music late at night. (true)
My father lets me come home when I want. (false)

In groups, read out your sentences. See if the others can guess which sentence is false.



3 Experiment in Folk

LANGUAGE FOCUS

Reading

Before you start

1 Do you know any famous musicians? Do you know the kind of music they play? Tell the class. Use the Key Words to help you.

KEY WORDS

classical, folk, jazz, traditional, pop, rock 'n' roll

Read to learn

2 Read the text and answer these questions.

- 1 What kind of music is Kong Xiangdong most famous for?
- 2 What did Kong achieve in 1986?
- 3 Why did Kong shave off his hair?

3 Match the beginnings and endings of the sentences according to the text.

- 1 Music has always been an important part of Kong's life ____.
- 2 Kong played Chinese folk music ____.
- 3 Kong became an award-winning musician in 1986 ____.

- a) because he wanted to introduce it to the world
- b) because his mother was a great music lover
- c) because he wanted to try something new

Voice your opinion

4 What kind of music do you like? Which type of concert would you prefer to go to, classical or Chinese folk music? Give your reasons.

Kong goes for folk!

The famous classical pianist, Kong Xiangdong, surprised his fans last week by giving a concert combining classical music with Chinese folk music. Kong explained that he tried this because he wanted to create something new.

5 "As a musician, playing the same music in different cities of the world is very boring," says Kong. He also feels that playing Chinese folk music on the piano can help bring it to the rest of the world.

- Music has always been part of Kong's world. As his mother was a great music lover, he lived with music from birth. But it wasn't always easy for the young Kong Xiangdong. His mother couldn't buy him a piano until he was seven. She had to draw piano keys on a piece of paper so that he could learn to play as early as possible.
- 10 The 5-year-old Kong would practise on the paper piano as his mother clapped the rhythm. He was made to practise the piano so much that, at times, he thought about giving up. However, he didn't quit, and he became a great pianist. In 1986, at the age of 18, he became the youngest prize winner in Moscow's Tchaikovsky International Competition. He went on to win awards in competitions across the world.

Because of Kong's talent and hard work, he became famous worldwide. But after years of performing, he felt that in some ways he had lost his identity. This is why he went back to his roots and rediscovered the beauty in Chinese folk music. He began experimenting with different styles and his *Dream Tour Concert* is the result.

Kong's new experiment in Chinese folk music is so important to him that he even changed his appearance. When he arrived at his concert last week, he had shaved off all his hair! Since his music style was new, he decided his hairstyle had to be new too!

35 Whether Kong is changing his appearance or transforming his music, he is a pioneer in music today. The concert last week was such a success that Kong's *Dream Tour Concert* is expected to run for the next two years in Beijing, Shanghai, and other main cities before going to Paris and New York.



Grammar

ADVERBIAL CLAUSES (II):
CAUSE, RESULT AND PURPOSE

5 Read these sentences and decide which is an adverbial clause of cause, result or purpose.

- Kong explained that he tried this *because* he wanted to create something new.
- He was made to practise the piano *so much that*, at times, he thought about giving up.
- The concert last week was *such a success that* Kong's Dream Tour Concert is expected to run for the next two years.
- As* his mother was a great music lover, he lived with music from birth.
- Since* his music style was new, he decided his hairstyle had to be new too.
- She had to draw piano keys on a piece of paper *so that* he could learn as early as possible.

6 Complete the rule.

_____, _____ and _____ can introduce a clause which explains the _____ of a certain action or situation.

_____ and _____ can introduce a clause which describes the _____ of an action.

_____ can introduce a clause which shows the _____ of a certain action or situation.

⇒ Grammar Summary 5, on page 92.

7 Underline the adverbial clauses and mark them with R (for result), C (for cause) or P (for purpose).

Example *He wants to play Chinese music so that the world can learn more about China. (P)*

- Andrew is studying jazz because he wants to be a jazz musician. ()
- Since Mary is busy, she can't go to the opera. ()
- As the weather is bad, the flight will be cancelled. ()
- Harry is studying *erhu* so that he can be an *erhu* musician. ()
- Suzi likes listening to pop music so much that she sometimes forgets to do her homework. ()
- The dog buried his bone so that the other dogs wouldn't find it. ()
- He came to such a sudden stop that we almost hit him. ()

8 Read these sentences from the text. Work out the differences in pairs. Decide which:

- introduce a clause with a subject and a verb?
 - introduce a noun or a noun phrase?
- But because he persevered, he soon became a great pianist.
 - Because of his talent, Kong became famous worldwide.
 - Because of this, he decided to look more closely at his own roots and rediscovered the beauty in Chinese folk music.
 - ... he combined Chinese folk music with classical music because he wanted to try something new.

9 Complete these sentences with *because* or *because of*.

- He couldn't see the view _____ the tree.
- She was afraid _____ the dog was frightening.
- I can't hear the music _____ he is talking.
- He can't walk very well _____ the accident.
- The waves are huge _____ the storm.
- Jenny ate three bowls of noodles _____ she was hungry.

Vocabulary: Wordbuilding

10 Use the suffixes below to form the personal noun forms of the words in brackets. Remember that the spelling of the base word might change.

-ist, -ian

- The _____ (piano) who won the competition was a very young man.
- I met a _____ (music) who played many different instruments.
- Picasso is a famous _____ (art) who was born in Spain.
- John knows the _____ (guitar) in the band we watched last night.
- The children watched as the _____ (magic) pulled a rabbit out of a hat!

Language in Use

11 Work in pairs and tell each other: 1) when you listen to music, 2) what kind of music you listen to and why. Use the following words to help you.

classical, folk, jazz, traditional, pop, rock, because, because of, so that, so/such ... that, as, since

Example *When I feel tired, I'd like to listen to classical music because it can make me feel relaxed and become refreshed afterwards.*



4 Let's Dance

SKILLS FOCUS

Reading

Before you start

- 1  Listen to the music extracts and identify the dances in the box.

Example 1 *Chinese folk dance*

KEY WORDS

disco, classical ballet, Chinese folk dance, waltz, breakdance

Read to learn

- 2 Read the text very quickly. Where is it from?

a newspaper, a traditional encyclopedia, a magazine, a CD ROM encyclopedia

READING STRATEGIES:

Making contextual connections

- Read the whole text to get the general idea.
- Look at the missing sentences and read the paragraphs with gaps in detail.
- Choose the missing sentence, a) to e), from the list. Make sure the topic of the sentence matches the topic of the paragraph. (e.g. paragraph 1 and sentence d) are both about ballet)
- Make sure that the sentence fits in with the sentences before and after it. Look for time references (e.g. 1960s), pronoun references (e.g. "they" refers to "popular or social dances") or contrasting ideas ("American" is contrasted with "in Europe").

- 3 Put the sentences below in the correct gaps in the text. Use the Strategies to help you.

- In the mid-1980s, breakdancing became popular.
- They are easy to learn and are usually danced in couples.
- Other kinds of folk dances are the sword dance and the colourful peacock dance.
- One of the most famous ballets is called "Swan Lake".
- In the 1960s, people danced without touching their partner.

Ballet

Ballet began in Italy and France during the 15th century and is still an important art form in Western culture. Ballet tells a story with music and actions but no words. ... (1) ... Another famous Russian ballet is called "Sleeping Beauty". Many countries have produced ballets, including China. One well-known Chinese ballet is called "The White-haired Girl".



Folk Dance

Folk dances are traditional styles of dancing that come from ordinary people. They are usually group dances that are taught from one generation to another. China is famous for many different types of folk dances, including the dragon dance and the lion dance, which are performed during the Spring Festival. ... (2) ...

Another well-known folk dance is the *Yangge*, which is often performed on special occasions. In many parts of the country, you can see people of all ages dancing in the street during festivals. They are dressed in beautiful costumes, skipping back and forth to the rhythm of loud drums. People like to watch performances of this unique folk dance.



dance

Popular Dance

Popular or social dances often come from folk dances, although they are usually popular for only a short time. ...(3)...



Until the eighteenth century, social dances were only held in palaces or the homes of noble families. However, in the late eighteenth and nineteenth centuries, social dancing became more popular. Ballroom dancing, which was a formal dance in a large room, became popular in Europe and North America. Central European folk dances, such as the waltz, changed and became the most popular examples of ballroom dances.

In the United States, the mixing of immigrant cultures produced new forms of dance, such as tap dancing. Before the First World War, new ballroom dances came to Europe and America, for example, *the Tango and the Cha-Cha*. The Argentine Tango was made internationally popular by Carlos Gardel through his songs and films.

After the Second World War, African-American rhythm and movements became part of popular social dance. Rock 'n' roll dances were popular during the 1950s. ...(4)... Dancing in couples returned in the 1970s and 1980s with "disco" music. ...(5)... This form of dancing is almost like acrobatics. It began in the poorer parts of large American cities.

Adapted from "Dance," Microsoft (R) Encarta

4 Read the text again and answer these questions.

- Who started folk dance?
- What is the main difference between folk and popular dances?
- What is a ballroom dance that came from folk dance?
- Why did a lot of new dances come from the United States?
- What type of dancing became popular in the mid-1980s?

Vocabulary: Compound Words

5 Make compound words by matching one word from each list.

African	known	<u>African-American</u>
ball	American	_____
rock	room	_____
art	dance	_____
well	1980s	_____
mid	form	_____
folk	music	_____

6 Match four words from Exercise 5 with their definitions.

- adj.* known by many people
- noun* a traditional dance from a specific community
- noun* a large room for formal social dancing
- noun* in the middle of the 1980s

Speaking

7 Read this questionnaire and think about your answers. Then in pairs, tell your partner about yourself.

DO YOU WANNA DANCE?

- Do you like dancing?
- What kind of dance do you like?
- What kind of music do you like dancing to?
- How well can you dance?
- What special dances can you do?
- What dance would you like to learn?

Comparing Cultures

- In pairs, make a list of dances you have just learned about. Add extra information you already knew.

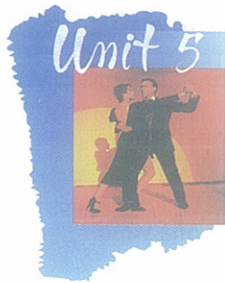
Example Yaogu is a folk dance which is very popular in northern Shaanxi.

- What kinds of dances are popular in your town? Why?

QUOTE ... UNQUOTE

"I just put my feet in the air and move them around."

Fred Astaire, American dancer (1899–1987)



Communication Workshop

Writing: A Concert Review



Before you start

Look at the sentences in the box. Then rewrite the sentences below using *although*.

The concert hall was cold, but the audience really loved the concert.

<i>Although</i>	<i>the concert hall was cold,</i>	<i>the audience really loved the concert.</i>
<i>The audience really loved the concert,</i>	<i>although</i>	<i>the concert hall was cold.</i>

- 1 The stage design was excellent, but the special effects were disappointing.
- 2 The sound quality was terrible. However, her performance was brilliant.
- 3 The pianist was very good. However, the singing was poor.
- 4 The costumes were beautiful, but the dancing was boring.
- 5 It was a very cold night. However, there was not an empty seat in the concert hall.

Write a review of a concert (real or imaginary). Follow the stages.

Stage 1

Complete the table with information about your concert.

type of music	e.g. rock 'n' roll
group/singer	
time/place	
performance	e.g. excellent, really exciting ...
music	e.g. brilliant, very good rhythm ...
songs	e.g. clear/strong/full of strong feelings ...
sound quality	e.g. drums too loud ...
lighting/special effects	e.g. OK – not extraordinary ...
audience reaction	e.g. dancing to all songs ...

Stage 2

Use the information from your table to write paragraph notes.

➡ **Writing Help 2 (layout and vocabulary), on page 90.**

- 1 the start of the concert
- 2 the performance
- 3 the audience reaction
- 4 the end of the concert

Stage 3

Write your review.

➡ **Writing Help 2 (linking).**

Stage 4

Check your writing.

➡ **Writing Help 2 (checking).**

Talkback

In groups, read each other's reviews. Tell the class which concert sounds the best.

Speaking: Roleplay

Before you start

SPEAKING STRATEGIES

- Don't translate everything you want to say into English when you are speaking.
- Avoid talking about things that are difficult to express in English.
- When you speak in English, simplify what you want to say.

Roleplay a teenager who wants to go somewhere but his/her parents do not want to let him/her go. Follow the stages.

Stage 1

In groups, decide these things:

- 1 where the teenager wants to go (*a disco, a camping weekend, a rock concert, a party*)
- 2 why his/her parents don't want him/her to go (*too dangerous, too young, has to do homework or something else*)
- 3 who in the group takes the different roles (*teenager, mother, father, brother or sister*)

Stage 2

Work on your own. Make a list of possible ideas for your role.

the teenager

reasons for going on a camping weekend:

- have finished exams - got good marks
- going to safe campsite with responsible friends
- promised to help in house and garden later

Think about which ideas you can talk about easily and which are too difficult to talk about in English. Leave out the difficult parts.

Stage 3

Look at the Function File on page 25 and choose expressions that you can use.

Example *the teenager* - *Is it OK if I go camping this weekend with my friends?*

Stage 4

In groups, practise the scene.

Stage 5

Perform your scene in front of the class. During the performances the others copy and complete the table for each roleplay.

ROLEPLAY	1
topic	<i>camping weekend</i>
permission given?	<i>yes</i>
how realistic?	<i>very!</i>

Talkback

Which did you think was the best performance? Tell the class.

Listening

 Listen and complete the song.

"Don't say you love me" by the corr's

I've seen this (1) _____ a thousand times,
I've felt this all before.
And every time you call,
I've waited there as though you might not
call at all.

I know this (2) _____ I'm wearing now,
I've seen this with my eyes.
And though it feels so great I'm still afraid,
That you'll be leaving (3) _____.

We've done this once and then you closed the
door.
Don't let me fall again for nothing (4) _____.

Don't say you love me unless (5) _____.
Don't tell me you need me if you're not
gonna (6) _____.
Don't give me this feeling I'll only believe it
Make it real or take it all away.

I've caught (7) _____ smiling alone
Just thinking of your voice.
And dreaming of your touch is all too much,
You know I don't have any (8) _____.

Now answer these questions.

- 1 How does the girl feel?
- 2 What does she want the boy to do?
- 3 What is she afraid of?

Culture Corner

Styles of Music

Classical

Classical music was the music of European courts and big concert halls. Specifically, classical music refers to orchestral music of the 18th and early 19th century. Classical music is played with traditional European instruments, often in large orchestras. Beethoven and Mozart are two of the most famous classical composers. Classical music is enjoyed by many for its rich and beautiful melodies.

Blues

Blues started off as the music of African slaves brought to the United States. It is closely related to the music of West Africa. It became well-known throughout the world through such musicians as Muddy Waters and B.B. King. In many ways, blues music remains an important element in many of today's popular tunes.

Jazz

Jazz grew out of blues. As with blues, one of the important elements of jazz is improvisation. Improvisation happens when a musician plays unwritten music to fit the mood of the occasion.

One of the most famous names in jazz is Miles Davis. He was famous for always finding new ways of playing jazz, and for many people this represented the spirit of jazz. Jazz has been called "the classical music of black America".

Rock 'n' Roll and Rock

Rock 'n' roll developed from fast blues. Chuck Berry and Elvis Presley were the big names in rock 'n' roll and the Beatles in England took the music and made their own sounds from it. When the guitars got louder and the guitar solos got longer, rock 'n' roll became just rock. Now rock is one of the most popular forms of music in the world and its fans can be seen from Beijing to Boston and all the places in between.

Creating new music

Today these names of music styles are less important to musicians. Radio, television and the Internet have made it easier for sounds to travel across cultures and styles have become more and more mixed. If there is one thing the history of popular music has shown, it is that good musicians will always create new music from the different styles they hear.



Read the article and answer these questions.

- 1 What kind of music came from West Africa?
- 2 What kind of music influenced the Beatles?
- 3 What kind of music often uses a big orchestra?
- 4 What kind of music did Miles Davis play?
- 5 Why are these names of music styles less important to musicians today?

Notes:

orchestra /'ɔ:kɪstrə/ *n.* 管弦乐队
instrument /'ɪnstərəmənt/ *n.* 乐器
composer /kəm'pəʊzə/ *n.* 作曲家
melody /'melədi/ *n.* 悦耳的音调
element /'elɪmənt/ *n.* 部分
mood /mu:d/ *n.* 心情, 情绪
improvisation /,ɪmprəvaɪ'zeɪʃən/ *n.* 即兴创作
guitar solo 吉他独奏

Bulletin Board

A TV station is looking for students with special talents. Read the notice and the two responses. Then write yours on the board.

Talent Hunt

The Talent Show is coming in two weeks' time. If you have a special talent and want to take part in the show, contact Philip Wei immediately.

Hi, don't forget me! I'm a great basketball player. I can dribble the ball between legs and spin it on my fingers. I can even make the ball roll from arm to arm around my body. There isn't anyone else in school who can do this! I'm your perfect choice for the Talent Show.



I would like to recommend Jim Liu to take part in the Show. He is unique. Jim Liu is a brilliant juggler. He can juggle balls like a professional juggler in a circus. Once, I saw him juggle TEN balls at the same time. It was so exciting watching him do it. If Jim took part in the Talent Show, he'd win it for sure. He is the ideal person to represent our class.





Unit Diary

1. My favourite lesson(s) in this unit is/are _____.

<input type="checkbox"/> Lesson 1 Performance	<input type="checkbox"/> Lesson 3 Experiment in Folk
<input type="checkbox"/> Lesson 2 Beijing Opera	<input type="checkbox"/> Lesson 4 Let's Dance

2. In this unit, I've learned to _____.

<input type="checkbox"/> talk about music and concert	<input type="checkbox"/> talk about different performances
<input type="checkbox"/> talk about Beijing Opera	<input type="checkbox"/> talk about various dances
<input type="checkbox"/> write a concert review	<input type="checkbox"/> write a personal note

3. The kind of musical performance(s) I like most is/are _____ (orchestra solo concert chorus ballet opera Beijing Opera other Chinese operas singing parties) because _____.

4. After learning this unit, I know what symbolism in Beijing Opera means. Y N

5. The kind of music that I like most is _____
 classical music blues jazz rock 'n' roll folk songs
 because _____.

6. I learned that different people have different tastes in music, art, etc. because

7. My favourite activity in this unit is _____.

8. The new words I've learned and remembered in this unit are:

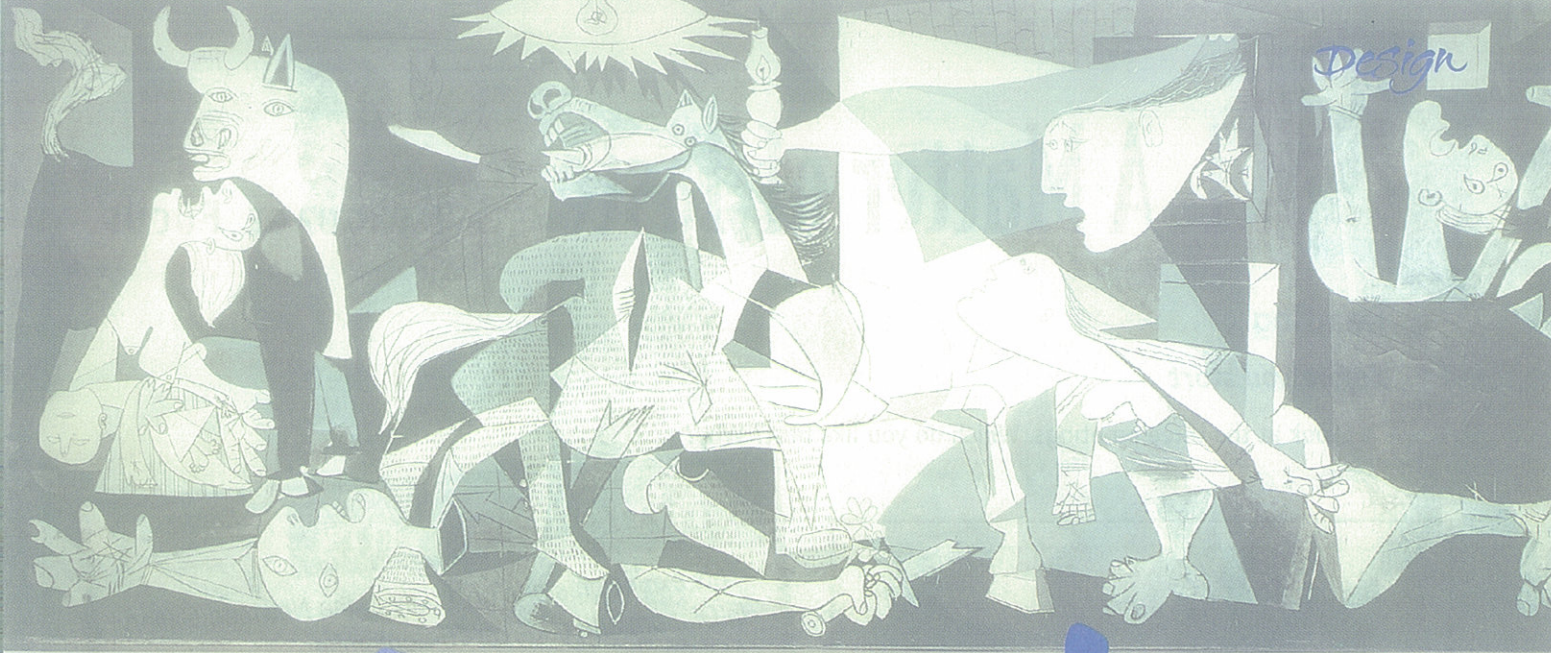
9. The new words I still have difficulty remembering are:

10. I find the following ways of learning useful:

<input type="checkbox"/> learning to sing English songs	<input type="checkbox"/> taking an active part in class discussions
<input type="checkbox"/> doing English duty reports	<input type="checkbox"/> attending English debates/speech contests
<input type="checkbox"/> reading texts aloud by myself	<input type="checkbox"/> copying good sentences and reciting them
<input type="checkbox"/> preparing each lesson carefully before class	

My plan for the next unit:

I need to _____



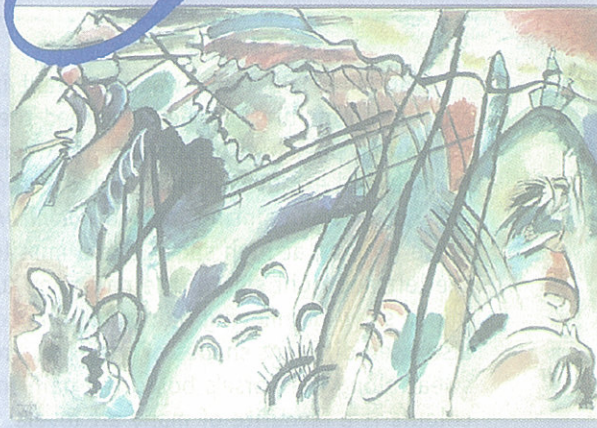
Design

A Guernica – Picasso

6 Design

In this unit you will...

- Read a museum guide, a magazine article and an extract from a short story.
- Listen to descriptions of buildings and paintings and a song.
- Talk about paintings, paper art and buildings.
- Write notes and a description of a house.
- Learn how to use prepositions and relative clauses.



B Improvisation 28 – Wassily Kandinsky

Warm-up

1 Do you know these paintings and their painters? Do you know any other works by these painters?

2 Match some of the Key Words with the paintings.

Example A *modern, war, dark colours*

KEY WORDS

style: realistic, abstract, pop, modern
subject: scenery, people, war
colours: light/dark, bright, soft
shapes: round, square
lines: straight/wavy, clear

3 Listen and identify the paintings.

4 Work in pairs. Talk about the paintings. Which of them do you like most?

Example

A: *I think C is nice. I like the bright colours and clear lines.*

B: *Yes, it's OK. But I prefer ...*



C A Bigger Splash – David Hockney

D Mona Lisa – Leonardo da Vinci

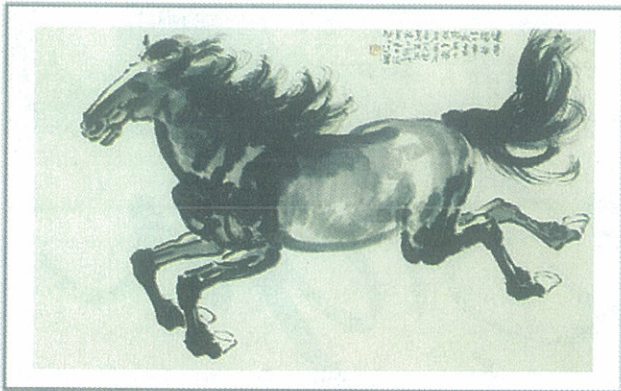


I A Matter of Taste

Reading

Before you start

- 1 Look at the three paintings. Which do you like best? Why?



1 *Racing Horse*

Xu Beihong (1895-1953) was important in modern Chinese folk art. During his lifetime, he developed the tradition of combining poetry with painting. Between 1933 and 1940, he held several exhibitions in Asia and Europe to promote Chinese art. Across this painting, named *Racing Horse*, we can see a horse running at high speed like a missile across the sky. On the left and right side of the painting, Xu cleverly drew in black ink to show the moving hair on the horse's mane and tail. He also used different shades of grey in a creative way to show the sweat along the horse's body. The painting of dark and light colours is a favourite of many art lovers.

Qi Baishi (1863-1957) was one of China's greatest painters. He worked with wood during his early youth. Then between 1902 and 1909, he travelled across the country and painted many pictures of scenery. His interest changed later to simple pictures from everyday life, such as vegetables, flowers, birds, and insects. *Cabbage* is a well-known example of Qi's works. The tiny insect near the cabbage has some red on its back. Its black eyes, which are fixed on the cabbage, show the creature's interest in the vegetable. Qi Baishi's style of painting often leaves the audience guessing and makes them use their imagination.

Chen Yifei (1946-2005) was a very successful artist. His soft portraits of beautiful women are very valuable. In 1997, one of his paintings sold for US\$503,000. The painting, named *Poppy*, is a typical example of Chen's style. In the painting, a young woman sits alone and is deep in thought. Her hand holding the fan is elegantly positioned above her knees. To emphasise the woman even more, Chen adds a lot of detail to the fan and the cloth of her dress, and chooses to paint the background behind the woman black. The folds of her dress are very beautifully painted.

Chinese Prints

This exhibition starts on 1 July at the Newman Gallery in Dinham and ends on 15 September. At 6:00 p.m. on Friday 3 July there will be a talk on Chinese painting by Dr Alison Enwright. In August there will be talks on Chinese culture.

Opening times: Mon-Sat from 10 a.m. to 6 p.m.

2 *Cabbage*



3 *Poppy*



Read to learn

2 Read the texts and complete the notes.

Place of exhibition:	
Dates of exhibition:	
Names of artists:	
Names of well-known paintings:	
Subjects of paintings:	
Colours used:	

Vocabulary

3 Complete the passage below with words in the box.

shade, artist, painter, painting, exhibition, gallery, detail, emphasise, elegant

I had the most interesting afternoon yesterday. I met an (1) _____ and she showed me some of her paintings in an art (2) _____. She also told me about how she started to draw at a very young age and decided to be a (3) _____ when she was ten! This is her first (4) _____ and it is going really well. So far, she has sold six (5) _____! I really love her work because her paintings are filled with (6) _____. She always paints (7) _____ women in gardens. Her use of many different (8) _____ of colour (9) _____ the women's beauty. I wish I could have bought a painting, but they are too expensive for me!

Grammar

PREPOSITIONS OF TIME, PLACE AND MOVEMENT

4 Copy and complete the following table with these prepositions from the text:

<i>during</i> his lifetime	<i>near</i> the cabbage
<i>between</i> 1933 and 1940	<i>above</i> her knees
<i>across</i> this painting	<i>behind</i> the woman
<i>along</i> the horse's body	

expressions of time	expressions of place	expressions of movement
<i>during</i>		

⇒ Grammar Summary 6, on page 93.

5 Prepare questions to ask your partner about:

- a) when their birthday is
- b) what time they went to bed last night
- c) when they last went to the cinema
- d) when they usually have lunch
- e) when they are going to go away for a few days

In pairs, ask and answer the questions.

6 Complete this description of the picture with the correct prepositions.



This was probably painted (1) _____ (in/at) the nineteenth century and shows people (2) _____ (in/between) a park, (3) _____ (in/on) a Sunday afternoon. Some people are sitting (4) _____ (on/in) the grass (5) _____ (under/on) the trees and others are just walking (6) _____ (in/to) the park. (7) _____ (In/On) the background, (8) _____ (on/in) the left, there are a few boats (9) _____ (above/on) the shallow lake. Some people are standing on the shore (10) _____ (across/near) the water looking at the boats. (11) _____ (In/On) the centre of the picture there is a woman and a girl. The woman is holding an umbrella (12) _____ (above/on) her head. (13) _____ (In/On) the foreground, (14) _____ (in/on) the left, a woman is sitting (15) _____ (between/above) two men. A black dog is standing (16) _____ (during/behind) them.

Language in Use

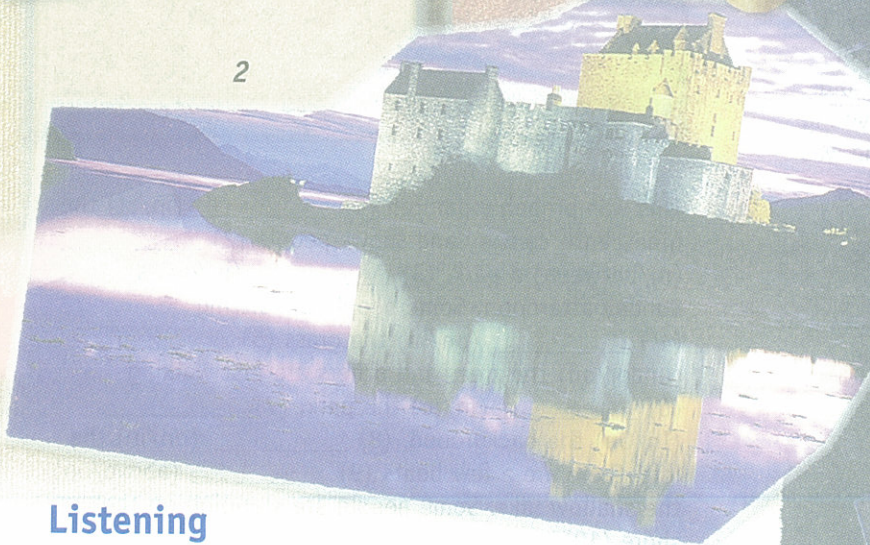
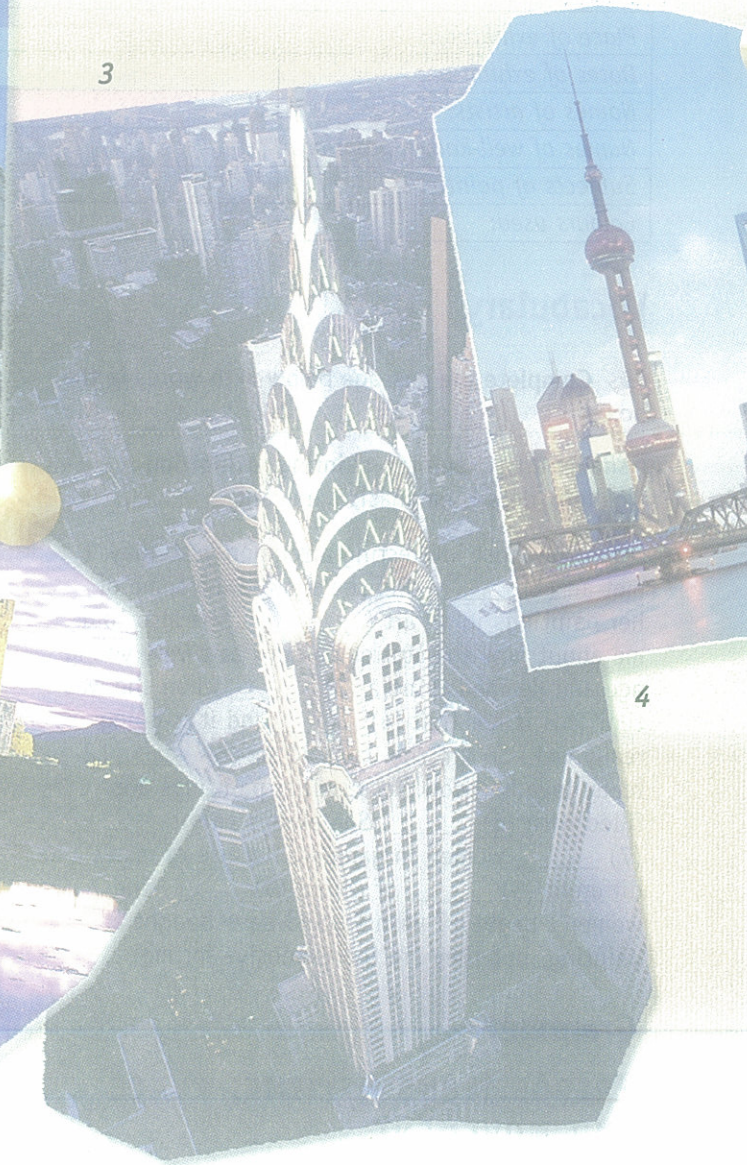
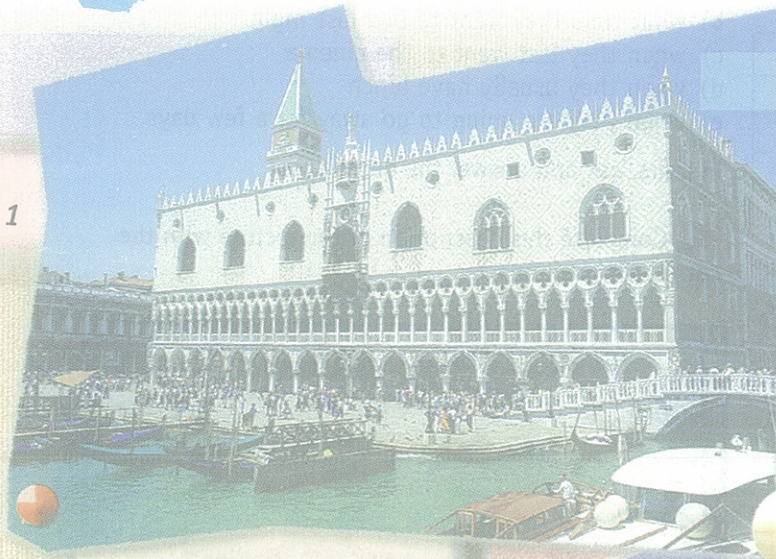
7 Bring a picture or a photo. Describe it to your group members.

Example

This is a photo I took in Shanghai in the summer of 1999. I was standing in front of the Oriental Pearl TV Tower and the girl next to me with the thick glasses on is my sister. She has very bad eyesight.

2 Great Buildings

SKILLS FOCUS



Listening

Before you start

1 Match the buildings in the photos with the names.

- a) Palace of the Doges (Venice)
- b) Oriental Pearl Tower (Shanghai)
- c) Eilean Donan Castle (Scotland)
- d) Chrysler Building (New York)

Which of the buildings do you like best? Why?

Example *I like the castle because it's huge.*

2 Check the meaning of the Key Words in a dictionary. What kind of building does each picture show?

KEY WORDS

- period: ancient, modern, early twentieth century
- materials: stone, marble, glass, metal, concrete
- features: balcony, tower, roof, statue
- kinds of buildings: palace, tower, castle, skyscraper

Listen to learn

3 Listen to the radio programme and complete the table with the Key Words from Exercise 2.

kinds of buildings	style/period	materials	features
1 <i>palace</i>	<i>ancient</i>	<i>marble</i>	<i>balcony, statues</i>
2			
3			
4			

4 Listen to someone describing her favourite building. Which of the buildings in the photos does she choose?



Hyde Park

5 Listen to the description again and complete the Function File.

sort of, as if, looks, type of, like, located, kind of

Function File

Describing places

- 1 It's on a loch, you know, a _____ lake.
- 2 It looks _____ it's in the water.
- 3 It really looks _____ something from a fairytale.
- 4 It's _____ on a small island.
- 5 It _____ really strong.
- 6 It's made of a _____ stone.
- 7 Inside, it's _____ strange.

Which of these expressions do we use when we do not know the exact word for something?

LISTENING STRATEGIES:
Self-assessment

- After listening, it is useful to think about how difficult the exercises were for you.
- Mark the difficulty of listening texts like this: A) not very B) quite C) very
- Mark the difficulty of the tasks like this: A) not very B) quite C) very

How difficult were Exercises 3 to 5 for you?

Pronunciation

6 Listen to the sentences about Hyde Park in London. Write down as many words as you can that give new information and are stressed.

Example 1 Hyde Park

Writing and Speaking

7 Choose a building you like (or hate) in your area. Make notes about it:

- location:* centre of town, near park, big garden in front
- style/materials:* modern skyscraper, concrete, glass and metal
- features:* green glass walls, flag on top, statues
- inside:* very modern offices, lift, café on top floor

8 Work in groups. Describe your building to the others, but don't say its name. See if they can guess which building it is. Use expressions from the Function File.

Example *It's a big building, located in the centre of town. It's got a huge garden in front with a sort of thing where water comes out, and there are ...*

QUOTE ... UNQUOTE

"Architecture is frozen music."

Johann Wolfgang Goethe,
German poet (1749-1832)



3 Chinese Paper Art

LANGUAGE FOCUS

Reading

Before you start

- 1 Look at the pictures on this page. Which paper cut do you like most?
- 2 Have you ever tried paper-cutting? On what occasions would you use paper cuts?
- 3 Work in pairs. Describe each paper cut on this page and the next. Use the Key Words to help you.

Example This paper cut is of a boy holding a big fish.

KEY WORDS

Animals: phoenix, dragon, rooster, bat
Colours: red, (dark) green, black, (light) blue, purple, yellow

Read to learn

- 4 Read the article and answer the following questions:

- 1 How many types of paper cuts do people like to make? What are they?
- 2 How do we know that there is a long tradition of paper-cutting in China?
- 3 Which Chinese character often appears in wedding paper cuts?
- 4 How is paper-cutting related to fashion?
- 5 Why is the writer going to see Mr Chen again?

Voice your opinion

- 5 What meaning can you get from these paper cuts?



The Art of Paper

1 **C**hen Zijiang is a paper-cutting expert whom I interviewed for my article on Chinese Art. Paper-cutting is something that he learned to do from an early age.

5 “It is a Chinese folk art with a long history,” Mr Chen told me, “Paper cuts of animals have been found in tombs which date back to the time of the Northern and Southern Dynasty!” He added that by the Southern Song Dynasty, paper-cutting had become an important part of everyday life. “A young farmer who wanted a wife would look at a young woman’s paper-cutting skills before

10 marrying her!” explained Mr Chen, laughing at the look of surprise on my face.

Mr Chen went on to explain that there are three types of paper cuts which people still make today: paper cuts for decoration, for religious purposes and for design patterns.

15 Paper cuts used for decoration are often seen on windows and gates. They are usually put up during holidays to bring good luck. They are also used on presents. A present for parents whose child has recently been born might show a paper cut of children, for example. Paper cuts which show the Chinese character for double

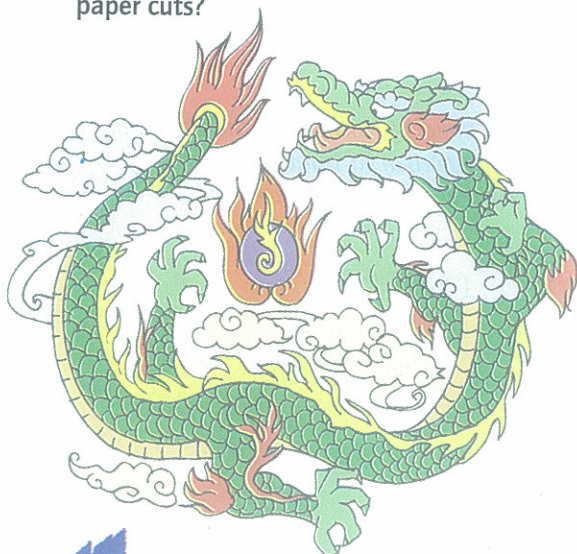
20 happiness are often used to celebrate weddings.

Paper cuts used for religious purposes are often found in temples. They are also used as offerings to the dead. People to whom the dead person was related would make these offerings on special days and during festivals.

25 The third kind of paper cuts are those used to make patterns on clothing. They are also sometimes used to decorate jewellery boxes. Dragons are very popular patterns for these designs.

The interview was very useful as I got a lot of interesting information for my

30 article. I was also ready to try out paper-cutting for myself. “See you next week,” I said as I waved goodbye to Mr Chen. I was going to meet him again so that he could help me make my first paper cut!





Grammar

RELATIVE CLAUSES (I)

6 Find these relative pronouns in the text:

who, that, which, whose, whom

Which of them:

- can refer to people?
- can refer to things?
- refers to possession?

7 Look at these expressions from the text:

- a paper-cutting expert (whom) I interviewed
- something (that) he learned
- a young farmer who wanted a wife
- paper cuts which show the Chinese character
- parents whose child has recently been born

When can we leave out *who, whom, that, which*?

- when it comes before a verb?
- when it comes before a noun or pronoun?

8 Look at Exercise 7 again. The relative clauses are underlined. Find more relative clauses from the text.

⇒ Grammar Summary 7, on page 93.

9 Read the sentences below. Circle the relative pronouns and underline the relative clauses. Cross out the pronouns which can be left out.

Example I loved the meal that we had last night.

- I loved the meal that we had last night.
- The opera that we saw was terribly boring.
- I think the architect who designed the new building is very creative.
- Have you bought the CD which I told you about?
- He was a painter whose pictures were not well-known in his lifetime.



10 Complete the passage with relative pronouns: *who, that, which* and *whose*. Put a slash (/) in the gap if a pronoun is not necessary.

THE MEMORY OF THE GOLDFISH PAPER LANTERN

Of all the festivals (1) _____ we Chinese people celebrate, my favourite is the Mid-Autumn Festival.

When I was a child, my family lived in Beijing. On one Mid-Autumn Festival night, I followed my brother Ma Li to the park. There, we met some children (2) _____ went to the same school as Ma Li. All the children carried beautiful paper lanterns (3) _____ they had made. Some lanterns were in the shape of fruits; others were of flowers and animals. My brother had a rabbit lantern. He had modelled it on our pet rabbit (4) _____ name was Xiao Bai. I was the only child (5) _____ didn't have a lantern. I began to cry. Then suddenly, a tall girl (6) _____ had a fantastic goldfish lantern came up to me. "Don't cry," she said. "We can be good friends and you can share my lantern." I accepted the girl's offer and thanked her. Today, after 65 more Mid-Autumn Festivals, we are still good friends.

11 Add relative clauses to complete the sentences so that they say something true about you.

Example I enjoy watching films which make me laugh.

- I enjoy watching films which ...
I enjoy watching films that ...
- I like meeting people who ...
I like meeting people whose ...
- I like visiting places that ...
I like visiting places which ...

Language in Use

12 Work in groups and complete these sentences to make a questionnaire. Then work in pairs. Interview your partner using this questionnaire.

Example Do you like decorations that are made out of paper?

- Do you like decorations that _____?
- Do you have friends who _____?
- Do you study subjects that _____?
- Do you have neighbours whose _____?
- Do you listen to music which _____?



4 Dream Houses

SKILLS FOCUS

Reading

Before you start

1 Work in pairs. Discuss what your dream house would be like. Use the Key Words to help you.

Example *I'd like a big, modern flat in central Shanghai. It would have ...*

KEY WORDS

houses: cottage, flat, house, palace, castle

rooms: bathroom, bedroom, dining room, sitting room, hall, games room, kitchen

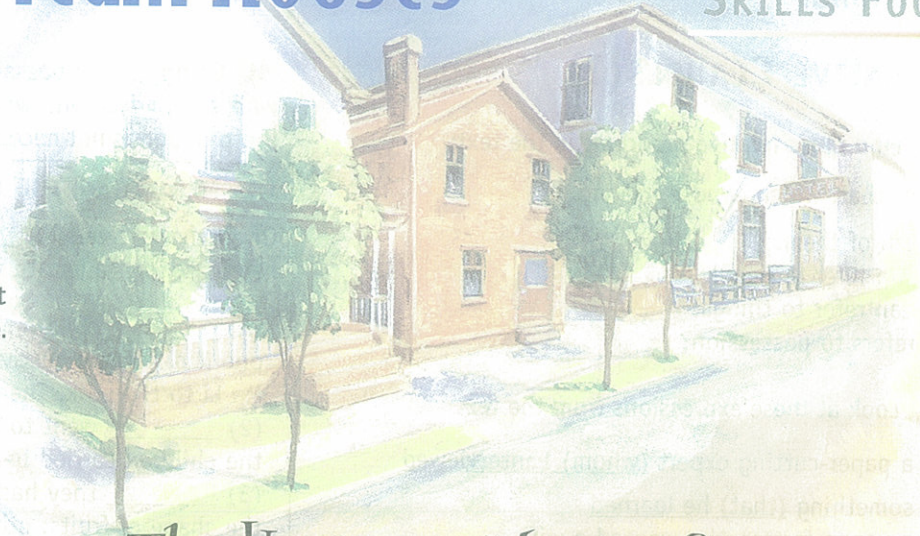
Read to learn

2 Read the text quickly. Which of these things did the girl's dream house have?

a swimming pool, a big garden (yard) with trees, a balcony, running water, a games room, three washrooms, "real" stairs, a basement

3 Read the text again and answer these questions:

- 1 How many places has the girl lived in?
- 2 Where did she live before Mango Street? Why did they leave?
- 3 Why did the girl want at least three bathrooms?
- 4 Who did Mama and Papa talk to about their dream house?
- 5 What do you think was the biggest problem with the house on Mango Street?



The House on Mango Street

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler Street. Before Keeler Street it was Paulina Street, and before that I can't remember. But what I remembered most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six – Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and worried about the landlord being angry. But even so, it's not the house we thought we'd get.

We had to leave the flat on Loomis quick. There were worms in the wooden walls. Then the water pipes broke and the landlord wouldn't fix them because the house was too old. He had no mercy so we had to leave fast. We were using the washroom next door and carrying water over. And everything in the flat was damp. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours so we wouldn't have to move each year. And our house would have running water and a bathtub and pipes that worked. And inside it would have real stairs, like the houses on TV. And we'd have a basement and at least three washrooms so when we wanted to bathe we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he dreamed of being rich and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they described it at all. It's small and red with narrow steps in front and windows so small that you'd think they were holding their breath. There is no front yard, only four little trees the city planted on the side of the street. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in the house, but they're ordinary stairs, and the house has only one washroom. Everybody has to share a bedroom – Mama and Papa, Carlos and Kiki, me and Nenny.

Adapted from *The House on Mango Street*
by Sandra Cisneros

READING STRATEGIES: Self-assessment

- After you read, think about how difficult the text was for you to understand. (e.g. quite difficult because of a lot of new words)
- Think about how difficult the tasks were for you. (e.g. Exercises 2 and 3 are very difficult)
- List the strategies you used to help you. (e.g. using the picture to predict answers, guessing multiple-choice questions, working out meaning of words)

4 Use the Strategies to assess your reading of the text.

Vocabulary: American and British words

5 Find words in American English in the text which mean the same as these:

garden (line 9), to repair (line 14), toilet (line 15)

6 Match the American words with the British ones (underlined>) in the text below.

garbage, first floor, apartment, subway, downtown area, truck, vacation

After the (1) holidays I moved into my new (2) flat. It's not in the (3) centre of the city, but it's near an (4) underground station. It's on the (5) ground floor of an old house. It's got a living room, a kitchen and a bedroom. The only problem is the (6) lorry which goes past at 7 o'clock every morning to collect the (7) rubbish and which wakes me up!

7 How many of the objects below can you see in the photo of the room from Fallingwater House?

KEY WORDS

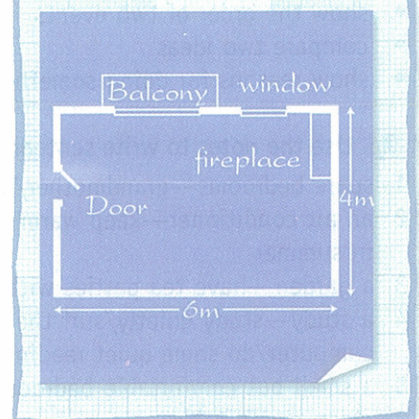
ceiling, walls, floor, door, window, French windows, curtains, chair, table, sofa, desk, bookshelves, bed, plants, lamp



Writing and Speaking

8 Design your own study or bedroom. Copy the plan below. Then draw and write notes on it about these things:

kind of furniture, position of furniture, colours (walls/ceiling/door/window)



9 Then work in pairs. Find out about your partner's room. Don't show your plan until the end.

Example

A: *Where is the bed?*

B: *It's in the bottom right hand corner. Next to it there's a ...*

Do you like your partner's room? Why or why not?



Comparing Cultures

Listen to a British girl describing her home. Write notes about key information.

Example *small house, small garden*

Describe a typical home of an average family in your town.

QUOTE ... UNQUOTE

"A house is a machine for living in."

Le Corbusier, French Architect
(1887-1965)

Communication Workshop

Writing: Describing Your Dream House

Before you start

1 Look at the sentence. What do the underlined linking words express?

In front of my house, there is a small pond so that I can swim in it in summer.

- show the order of two events
- compare two ideas
- show reasons for doing something

2 Use the notes to write sentences with *so that*.

- 1 spare bedrooms—grandmother/come to stay
- 2 an air conditioner—keep warm in winter and cool in summer
- 3 a garden—have tea parties with family and friends
- 4 a study—study quietly/surf the Internet on computer/do some quiet reading ...
- 5 a small but comfortable bedroom—study quietly/sleep comfortably

Design and describe your perfect house or flat. Follow the stages.

Stage 1

Design your house or flat. Think about these things:

- kind of house/flat
- materials
- rooms
- location
- special



Stage 2

Use your ideas to make paragraph plans.

⇒ *Writing Help 3 (layout), on page 91.*

Paragraph 1: introduction – location/kind of house/flat

Paragraph 2: rooms – what rooms, where they are

Paragraph 3: special features of the house/flat

Paragraph 4: conclusion – why you want to live there

Stage 3

Work in pairs. Give your plans to your partner and discuss your ideas.

Example

A: *This is a great idea, but what about putting the swimming pool at the back?*

B: *Well, it's at the front so that it gets the sun.*

A: *I see. And why don't you ...?*



Stage 4

Now write the description of your house or flat. Check your description for mistakes.

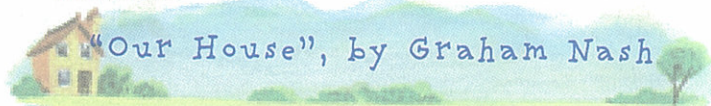
⇒ *Writing help 3 (linking, useful vocabulary and checking), on page 91.*

Talkback

In groups, read each other's descriptions. Choose the house/flat with the best design.

Listening

Listen to the song. Which of these words are mentioned?



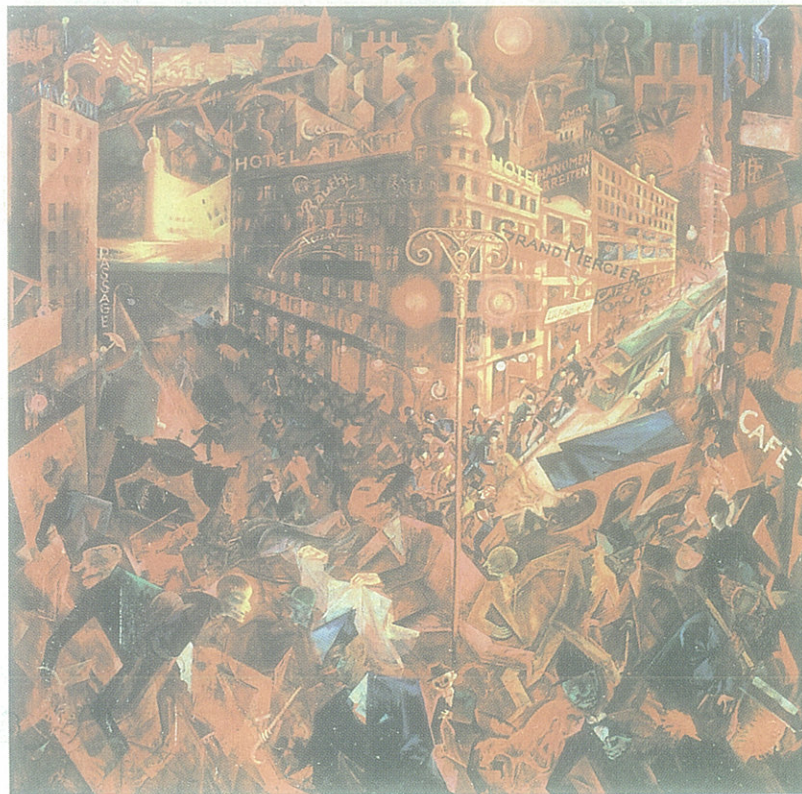
fire, table, flowers, vase, sofa, bed, two cats, windows, door, bathroom

Listen again. What is the most important thing about the house?

- It is very big and modern.
- It is very comfortable and pretty.
- It is located in a very nice place.

Why is the singer so happy in the house?

Metropolis by George Grosz (1893–1959). Grosz was a German-American modern artist whose work is often about modern man as machine.



Speaking: Discussing a Painting

Before you start

1 Listen to the dialogue. What kind of painting are they talking about?

- a realistic painting of a young woman
- a modern painting of a woman
- an abstract picture of lines and circles

Who do you agree with, Fiona or Eamon?

2 Listen again. Complete the expressions in the Function File.

prefer, my opinion, top, movement, bottom, really

Function File

Discussing paintings

Describing in the background/
foreground at the (1) _____ /
at the (2) _____ of the picture
you can see ... on the left/right of the
painting

Interpreting There's (3) _____ in
the painting.

Reactions I (4) _____ don't like it.

Opinions I (5) _____ realistic
paintings myself. In (6) _____,
anybody could do it.

Describe and discuss a painting. Follow the stages.

Stage 1

Look at the painting above. Write notes about these questions:

- What is happening in the picture?
- What is the painting about?
- What is your opinion of it?
- What kind of art do you like?

Stage 2

Read the Strategies.

SPEAKING STRATEGIES: Expressing yourself fluently

- 1 Use expressions like *well* and *you know* to hesitate and gain time.
- 2 Use expressions like *sort of* when you don't know the exact word. (e.g. "It's a sort of big shop" = department store)
- 3 Use your hands to help you describe things.
- 4 Describe the word with words you know: "It's a place where kings and queens live."

Which of them are most useful for you?

Stage 3

Work in pairs. Discuss the painting. Use the Function File and Strategies to help you.

Talkback

Which of the Speaking Strategies above did you use in the discussion?

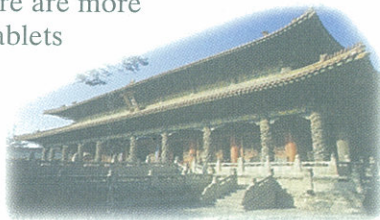
Culture Corner

World Heritage Sites in China

The official title of “World Heritage Site” is given by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) committee to places in the world that are outstanding examples of cultural or natural history. There are 29 world heritage sites in China, more than any other country except Italy or Spain. Here are 3 of them.

The Temple and Mansion of Confucius

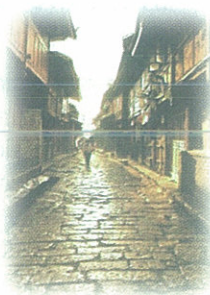
This site is located in Qufu, Shandong Province, and is a memorial to Confucius, the Chinese great educator. The site is huge. On the grounds, there are more than 900 halls and rooms. But the building that people visit most is the Temple of Confucius. Although it was originally built in 478 B.C., the temple has been rebuilt many times. Besides the temple, visitors can enjoy the grounds outside, where there are more than 1,000 stone tablets and over 100,000 tombs.



The Old Town of Lijiang

This site is a few hours bus-ride away from the ancient city of Dali in Yunnan Province. Surrounded by fields, mountains and rivers, the Old Town of Lijiang looks like a jade ink stone in spring and summer. This is why the local people proudly call their town “Dayan”, meaning the Town of the Big Ink Stone.

Each year, many foreign tourists visit the Old Town and the place is like “Venice in the East” to them. There are narrow alleys, pretty streams, small stone bridges, and brick and tile houses with carved doors and painted windows.



Jiuzhaigou Valley Scenic and Historic Interest Area



This area, north of Sichuan Province, is a unique natural wonder. Every year, visitors from all over the world come to admire the mountains, lakes, streams, trees, underground springs and waterfalls which make Jiuzhaigou Valley an area of outstanding natural beauty.

The water in the valley's lakes, streams and waterfalls is famous for being very clear. The valley is also



home to many protected species of plants including bamboo. Endangered animals, such as pandas, also live in the valley.

1 Read the text and answer these questions.

- 1 Who decides which places will be included on the list of world heritage sites?
- 2 Which site has very clear water?
- 3 Which site is a burial ground?
- 4 Which site is home to pandas?
- 5 Foreign visitors call this site “Venice in the East”. What are the two other names of this place?

2 Are any of the sites above near your hometown? If so, which one? Have you visited any of the sites above?

Notes:

heritage /'herətɪdʒ/ *n.* 遗产
UNESCO 联合国教科文组织
committee /kə'mɪtɪ/ *n.*
委员会

mansion /'mænsən/ *n.*
大厦; 公寓

Confucius /kən'fju:ʃəs/ *n.* 孔子
memorial /mɪ'mɔ:riəl/ *n.* 纪念馆
tablet /'tæblət/ *n.* 碑, 牌匾
jade /dʒeɪd/ *n.* 碧玉, 翡翠
alley /'æli/ *n.* 小路, 小径
waterfall /'wɔ:təfɔ:l/ *n.* 瀑布

Bulletin Board

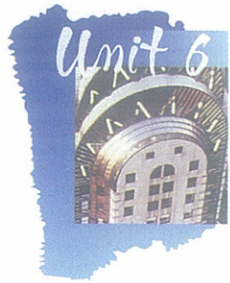
There will be a school wallboard competition soon. Read the notice and the two responses. Then add your ideas on the board.

Wallboard Design

I would like to introduce a special place in Poland, which is probably not so well-known in China. It is Lazienki Park in Warsaw. In Lazienki Park there are some huge trees and some beautiful gardens. There's also a lovely café and restaurants there. But the most interesting place in the whole park is the Palace on the water. Near the Palace there is a statue of the Polish composer Frederic Chopin. In summer there are evening concerts of Chopin's music there.

Hi folks! Here's some good news. It's finally our turn to do the wallboard in the school hall! And we're determined to make it our school's best-ever wallboard with your help. Our theme is going to be about ART and DESIGN and we need you to send in your ideas and work by MONDAY 16 FEBRUARY. The best works of art will be put on the wallboard for everyone to enjoy.

Hi! I have an idea for the wallboard. How about showing the architectural designs of some famous landmarks like the Forbidden City, the Eiffel Tower and the Sydney Opera House? My dad took some fantastic photos of these landmarks and he's agreed to let me use them.



Unit Diary

1. My favourite lesson(s) in this unit is/are _____.
 Lesson 1 A Matter of Taste Lesson 3 Chinese Paper Art
 Lesson 2 Great Buildings Lesson 4 Dream Houses
 2. In this unit, I've learned _____.
 to discuss traditional Chinese paintings to talk about great buildings
 to talk about Chinese paper art to talk about heritage sites in China
 to describe my favourite building to design my dream house
 3. I like traditional Chinese art, e.g. painting, calligraphy, paper art and crafts Y N
because _____.
 4. I prefer modern buildings (e.g. skyscrapers) to old buildings (e.g. palaces, castles) Y N
because _____.
 5. I like the present house/apartment we are living in Y N
because _____.
 6. I can list the following types of traditional Chinese paper art:

 7. I still have great some a little no difficulty with prepositions of time and place and
 great some a little no difficulty with the defining relative clauses.
 8. The new words I've learned and remembered in this unit are:

 9. The new words I still have difficulty remembering are:

 10. I find the following ways of learning English useful:
 doing self-assessment doing mini-research
 completing all the exercises by myself doing the exercises with a partner
 revising lessons thoroughly after class recording my grammar mistakes in a notebook
 11. I think I need to work harder in the following areas:
 listening reading speaking writing vocabulary grammar
 pronunciation and intonation translation learning strategies
 communication strategies working with others confidence building
- My plan for the next module:
I need _____.

Project

Local Architectural History

1 Work in groups of four or five. Collect information about the houses and buildings in your neighbourhood. How have they changed in the last 20 years? How have they changed in the last 50 years? These are some questions you may want to answer in your project.

- 1 What do the buildings look like in old photos or how do older residents describe them?
- 2 How have the buildings changed or remained the same over the years?
- 3 What were common features inside and outside of houses in the past? What are the common features now?
- 4 How does furniture seem to have changed over the decades?
- 5 How has the size or type of building changed?
- 6 How many people used to occupy a house in the past and how many occupy a house now?

Follow the stages. Do the project.

2 Now follow the stages.

Stage 1

Interview people who have lived in your area for a long time. You can interview your parents, neighbours or local shopkeepers.

Stage 2

Find photos from your family albums and take photos of the buildings in your area now. Also, try the library and the Internet.

Stage 3

Gather your research results in order to write a brief report with pictures and prepare a group presentation. Decide which job each group member will have. For example, some can write while others make charts or pictures.

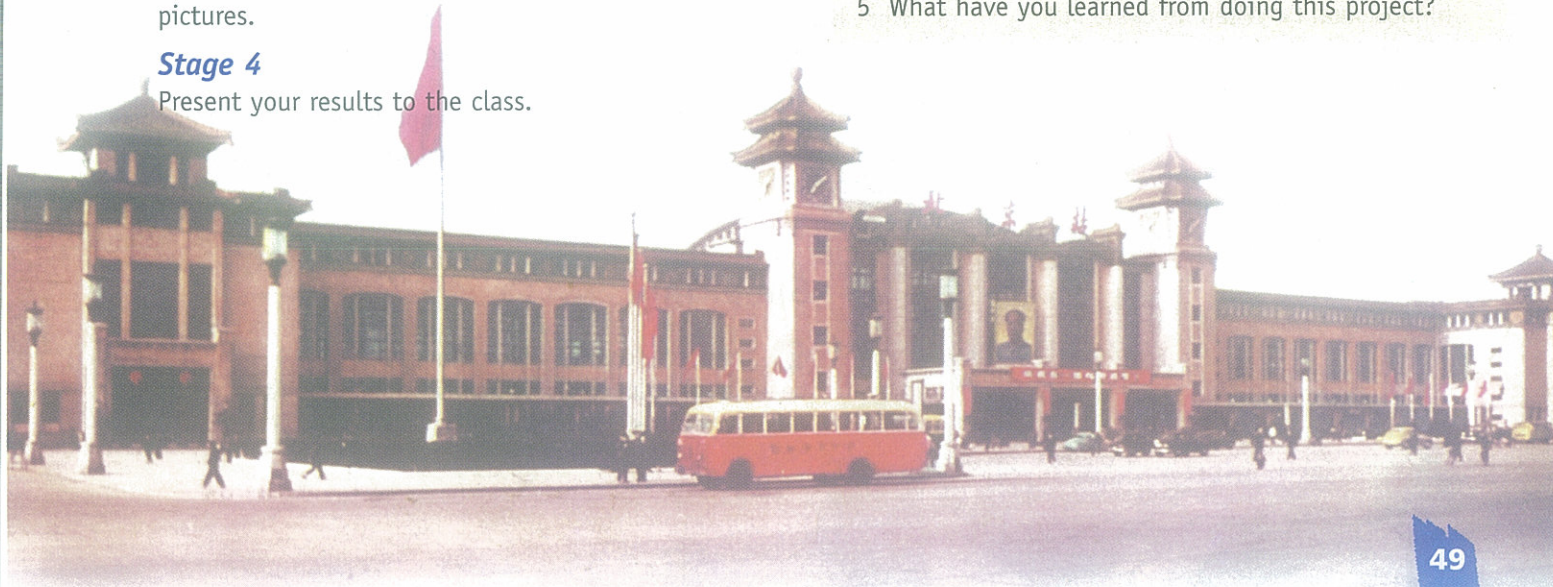
Stage 4

Present your results to the class.



Group Assessment

- 1 Was it difficult to find relevant information for this project?
- 2 Did you find enough material for your presentation? How did you find it?
- 3 Are you satisfied with your group's presentation? Why or why not?
- 4 How would you improve your project work in the future?
- 5 What have you learned from doing this project?



Literature Spot 2

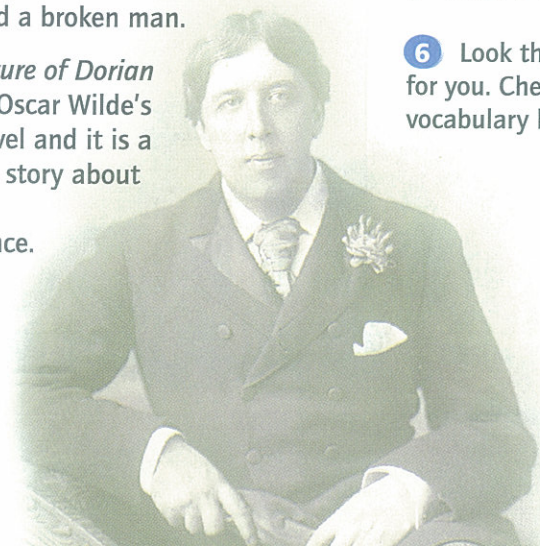
The Picture of Dorian Gray

BACKGROUND

Oscar Wilde (1854–1900) was born in Dublin in Ireland. He went to university at Trinity College Dublin and Oxford and then moved to London. As a young man, Wilde was brilliant and eccentric, with his long hair and extravagant clothes. He began writing poetry but his most famous works are his plays, especially comedies like *Lady Windermere's Fan* (1892) and *The Importance of Being Earnest* (1895) or the more serious *Salome* (1894). Like his conversation, his plays were full of quick humour, such as: "Nowadays, people know the price of everything and the value of nothing."

Wilde's career was stopped by scandal. He was sent to prison for homosexuality. When he came out of prison, he moved to Paris and died a broken man.

The *Picture of Dorian Gray* is Oscar Wilde's only novel and it is a brilliant story about moral decadence.



Before you start

- 1 Read about Oscar Wilde. What kind of person was he?
- 2 The story mentions some of the subjects below. Make adjectives from the nouns.


Example *fear* – *afraid*

fear, youth, anger, cruelty, horror, beauty, death, success

Reading and Listening

- 3 Look at the title and the pictures. What do you think the story is about? a valuable painting, a robbery from an art gallery, an obsession with a painting

Read the story quickly and find out.

- 4  Read the story again and listen at the same time. Are these statements about the story true (T) or false (F)?

- 1 Basil Hayward painted a portrait of his friend Dorian Gray.
- 2 Dorian made a wish to stay young and for his portrait to become old.
- 3 Dorian met a beautiful young painter called Sybil Vane and fell in love with her.
- 4 Sybil killed herself after Dorian left her.
- 5 On his thirty-eighth birthday, Dorian killed his friend Basil.
- 6 Sybil's brother followed Dorian and shot Dorian's friend.
- 7 Dorian finally decided to destroy the portrait with an axe.
- 8 When the servants found Dorian, his face was old and horrible.

- 5 Read the story again and answer these questions.

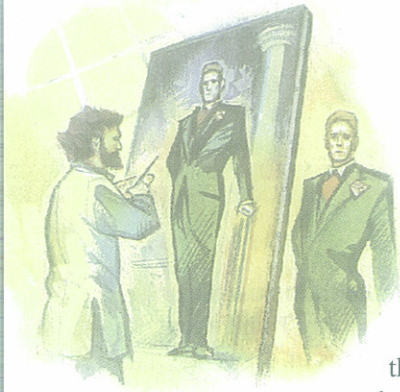
- 1 Why did Dorian make his wish about the portrait?
- 2 What happened to his portrait after he left Sybil?
- 3 How did his face in the portrait change?
- 4 How did Dorian change physically over the years?
- 5 Why did Dorian kill Basil?
- 6 Why did the sailor follow Dorian?
- 7 Why did Dorian decide to destroy the portrait?
- 8 What happened to the portrait in the end?
- 9 What is the moral to this story? Do you agree with it?

- 6 Look through the story and choose five important words that are new for you. Check the meaning in a dictionary and write them in your vocabulary books.

Speaking

- 7 Think of ideas for a story about a very beautiful woman or a very handsome man. Tell the class your ideas.





Basil Hayward was a successful artist. He had nearly finished a portrait of a very handsome young man called Dorian Gray. One day a friend of his, Lord Henry Wotton, saw the picture Basil was painting and wanted to meet this young man.

A few days later, Lord Henry and Dorian Gray met at Basil's house and went for a walk in the garden.

"Ah, how lucky you are to be so young. There is nothing in the world as important as youth!" said Lord Henry to Dorian. "But time is your enemy."

They went inside to see the portrait and Dorian looked at his own picture intensely.

"I wish I could always stay young and the picture could grow old. Oh, why did you paint this picture, Basil? Why should it stay young while I grow old? I wish the picture could change, and I could stay as I am." Dorian was beginning to fall in love with his own picture.

A few weeks later, Dorian told Lord Henry that he was in love with an actress, called Sybil Vane. She was seventeen and very beautiful. Dorian didn't tell Sybil his name but she called him Prince Charming. He told her that he was in love with her and he wanted to marry her. Sybil's brother was worried about her and this mysterious young man.

"If that man harms my sister, I'll kill him," he said to a friend.

But Sybil's brother was a sailor and had to go off to Australia.

One night, Dorian took his friends to see Sybil acting as Juliet in *Romeo and Juliet*. She acted badly and after the performance Dorian spoke to Sybil. He was very angry with her. "But how can I pretend to be Juliet now that I know what real love is?" she said to him. Dorian said that he had loved her because she was a good actress.

Now he didn't love her any more and so he left her.

When he got back home Dorian looked at his portrait again. Somehow it was different. The face in the picture now had a cruel smile. Then Dorian remembered his wish. He realised that he had been cruel to Sybil. Tomorrow he would see her and be good to her and make up for what he had done. But the next day Lord Henry brought Dorian some terrible news. Sybil had killed herself! Lord Henry told him not to worry, that it would have been impossible to marry her anyway – she was just an actress. When Lord Henry left, Dorian looked at the picture of himself again. He realised that he would stay young and handsome forever and that the face in the picture would become ugly, old and cruel.

The years went by, but Dorian Gray stayed young and handsome. He enjoyed all the pleasures there were in life. However, his portrait changed and showed all the terrible secrets of his life. Dorian became more and more obsessed with the picture as the face in it became old and ugly. On Dorian's thirty-eighth birthday, Basil Hayward, the painter, came to see Dorian and told him that he was going away to Paris. Basil told him that people were saying terrible things about Dorian's life. Dorian decided to show Basil the portrait and to tell him his secret. Basil was horrified when he saw the face and told Dorian to change his life. Suddenly, Dorian became very angry with Basil. He took a knife ... and stabbed Basil several times. The next day, Dorian got rid of the body. Nobody would ever miss Basil Hayward. They would think that he had gone to France.

Later that night, Dorian was in a bar talking to two women. One of the women said to him, "Ah, I remember you. You're Prince Charming, aren't you?"

A sailor heard this. It was Sybil's brother. He realised that this was the man who had been cruel to his sister eighteen years ago. Dorian was very afraid, but said that it couldn't have been him. He showed the sailor his face, the face of a young man of twenty. Then Dorian went away.

"I nearly killed that boy," said the sailor.

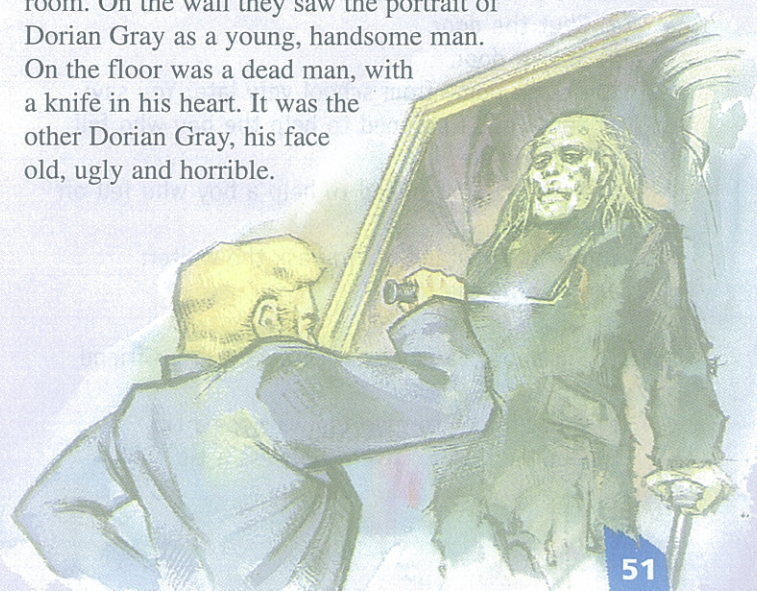
"Boy?" said the woman. "I first met him eighteen years ago, but his face hasn't changed in all that time."

A week later Dorian was in the country staying with some friends, when he realised that the sailor was following him. He became very afraid. The next day he went out walking with some of his friends who were shooting. His friend shot at an animal and there was the cry of a man. He had killed the sailor who had been following Dorian. Dorian decided to change his life.

"Maybe if I have a better life, the face in the picture will not be so ugly and horrible."

But when he looked at the portrait it was even more terrible than before. He decided to destroy the picture. He picked up a knife and stabbed the painting. There was a loud cry and a crash.

The servants were very afraid. They went into the room. On the wall they saw the portrait of Dorian Gray as a young, handsome man. On the floor was a dead man, with a knife in his heart. It was the other Dorian Gray, his face old, ugly and horrible.



Language Problem-Solving 2

a, an, the

- 1** Study the two dialogues. Then read the statements 1–6 and mark each of them true (T) or false (F).



Jack: Look! I've found a key.

Pete: Hm, it looks old, I wonder where it comes from.



John: Look! I've found the key.

Adam: Great! I thought we'd never get inside.

- Jack and Pete see the key for the first time in their lives.
- John and Adam see the key for the first time in their lives.
- Jack and Pete lost the key.
- John and Adam lost the key.
- It's possibly the key to Jack and Pete's flat.
- It's possibly the key to John and Adam's flat.

- 2** Complete the rules with *a* or *the*.

- We use _____ when it is clear which person or thing we are talking about.
- We use _____ when it is not clear which person or thing we are talking about or when we describe something or someone as an example of that group.

- 3** Read each situation and decide which sentence, a or b, is correct.

- You're in class. Your teacher says:
 - Shut the door.
 - Shut a door.
- You come home from school very late. You say:
 - Sorry, but I stopped to help the boy who fell off his bicycle.
 - Sorry, but I stopped to help a boy who fell off his bicycle.
- You're at a restaurant. You ask the waiter:
 - Where is the toilet?
 - Where is a toilet?
- You're about to pay at a restaurant. Your friend says:
 - Don't forget to give the waitress a tip.
 - Don't forget to give a waitress a tip.

- 4** Some of the sentences below contain mistakes. Correct them and explain what is wrong. Think about the classroom you usually have lessons in.

- "It's very hot in here. Let's open a window."
- "We have to ask a headmaster about that excursion."
- "The class register is probably in a staff-room."
- "The teacher looks very smart today."
- "Can I write that sentence on a blackboard?"
- "Could you put those books in a cupboard?"
- "Please close a door after you, when you come in!"
- "I left the book on a teacher's desk."

- 5** In the sentences below you can use *a* or *the*, but the meaning will be different. Explain the difference.

- You've got a lot of shopping. Let me carry a/the bag for you.
- Sit in an/the armchair, you'll be more comfortable.
- We have finally decided to buy a/the house.

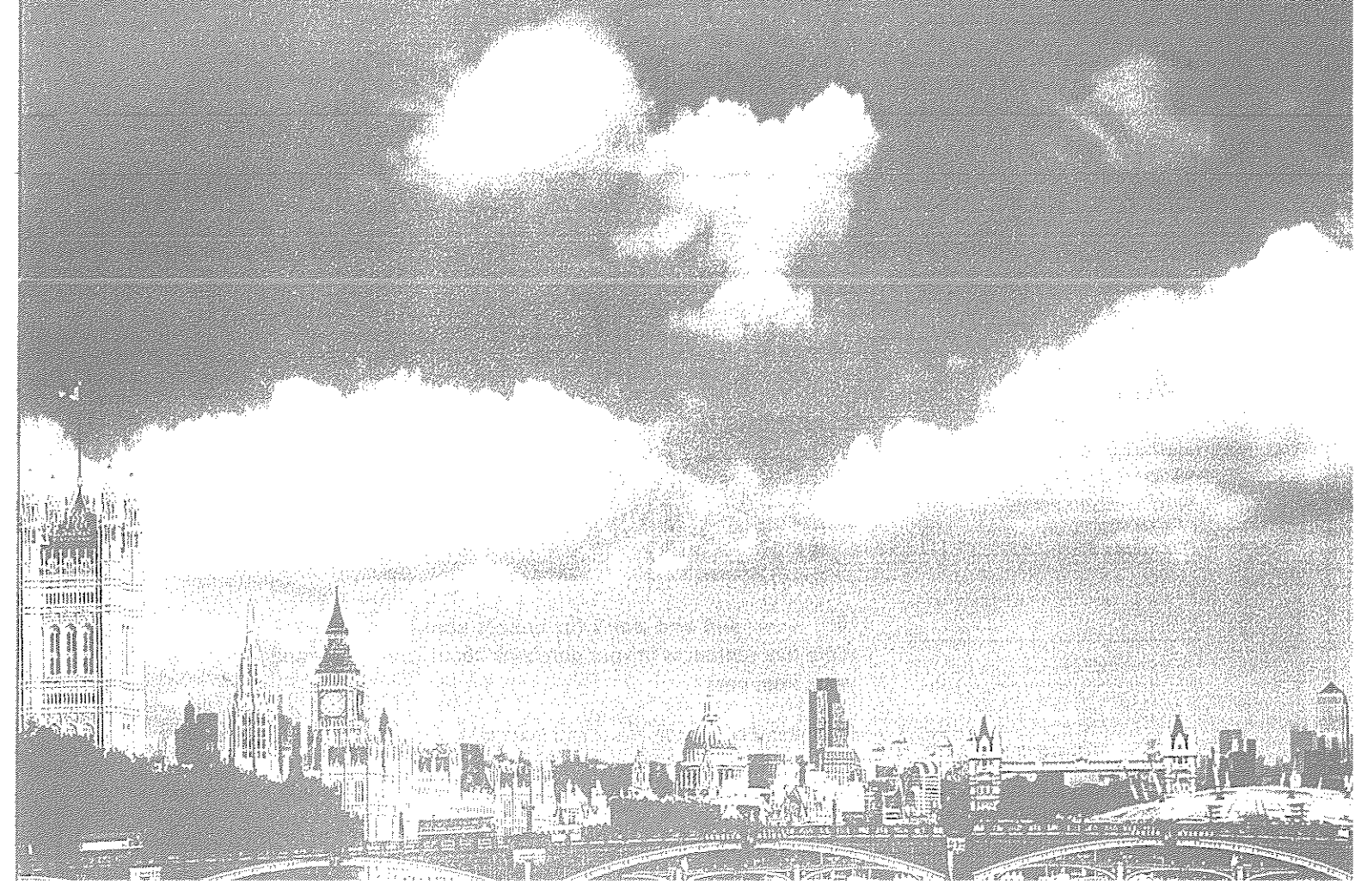
- 6** Decide if you need *a*, *the* or nothing in these expressions.

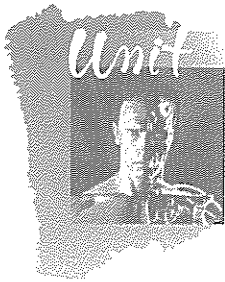
- | | |
|------------------------|--------------------------|
| 1 have _____ breakfast | 7 to _____ cinema |
| 2 have _____ bath | 8 in _____ France |
| 3 play _____ piano | 9 in _____ United States |
| 4 go to _____ work | 10 go by _____ train |
| 5 at _____ home | 11 in _____ evening |
| 6 at _____ station | 12 on _____ Nile |

- 7** Complete the text with *a*, *the* or nothing.

Jan lives in (1) _____ Budapest on (2) _____ Danube. His life looks quite ordinary. In (3) _____ morning he goes to (4) _____ school. He usually travels by (5) _____ bus, but on (6) _____ Tuesdays his father gives him a lift and he goes by (7) _____ car. He has (8) _____ lunch at school and comes (9) _____ home at about 3 p.m. In (10) _____ afternoon he learns to play (11) _____ guitar – he wants to become (12) _____ musician. In (13) _____ evening the family have (14) _____ dinner, and then Jan does his homework. He has (15) _____ shower and goes to (16) _____ bed at about 10 p.m. Jan has never been abroad, although he's got family in (17) _____ United States and (18) _____ Brazil. He'd like to travel across (19) _____ Atlantic by (20) _____ ship.

Language Power





4 Cyberspace

1 TOMORROW'S WORLD

① ★ *will/won't* for opinions about the future

Which of these do you think *will* and *won't* happen in the future? Write sentences using the ideas in the box. Then write two sentences of your own.

communicate by e-mail, shop on the Internet, have virtual schools, find husbands or wives on the Internet, get new films on the Internet, get all our entertainment on the Internet, read all newspapers on the Internet

1 (communicate by e-mail)
I think we will communicate by e-mail in the future.

2 *I think*

3

4

5

6

7

Your sentences:

1

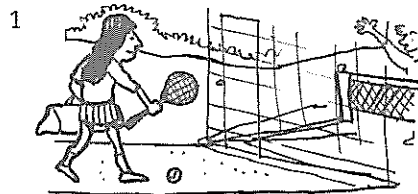
2

② ★ *be going to* for predictions from evidence in the present

Use the pictures and the cues to write predictions about what is *going to* happen soon.

Now

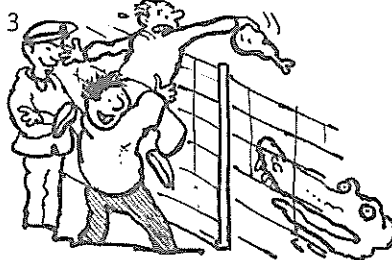
Future



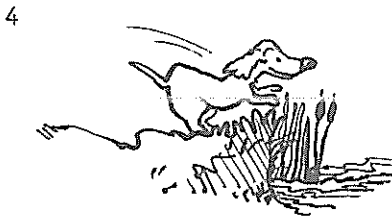
Serena/play
Serena's going to play tennis.



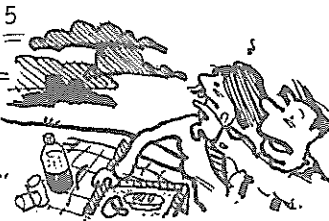
John/turn on
.....



Kevin/feed
.....



dog/jump into
.....



it/rain
.....

③ ★ ★ *will* and *won't* for beliefs about the future

Write five sentences in your notebook about your family and friends ten years from now.

Example: *I will be in films in Hollywood. My family won't live here.*

4 ★ ★ **will or be going to?**

Circle the correct form.

Reporter: Hello, Geoff. I'm interested in what teenagers think about the lifestyles of the future. How (1) will people live / are people going to live twenty years from now, do you think?

Geoff: I think we (2) *will/are going to* travel more. People (3) *won't/aren't going to* live in one town for twenty or thirty years like they do now.

Reporter: And what about work? You are interested in news reporting. What (4) *will you/are you going to be* when you leave school?

Geoff: I (5) *won't/m not going to* be a reporter because I think there (6) *won't/aren't going to be* any newspapers in the future. I think we (7) *will/are going to* get the news by e-mail every morning.

Reporter: Oh! So you think newspapers (8) *will/are going to* disappear in twenty years' time?

Geoff: No, they (9) *won't/aren't going to* disappear in twenty years but probably in fifty or sixty years' time. There's no future in newspapers! I (10) *will/am going to* work in a computer company. There (11) *will always be/are always going to be* computers in our lives.

5 **Phrases for linking**

Complete the sentences with the following phrases.

as if, as well, even if, such as, as long as, as a result

- 1 He looked _____ he hadn't had a shower in weeks and had never had his hair cut!
- 2 I'm happy to go to the party _____ you come with me.
- 3 _____ of the new law, all the people in my office lost their jobs.
- 4 I will still go on holiday _____ I haven't finished my project.
- 5 Please will you buy some eggs, cheese and bread? Oh, and get some milk _____.
- 6 Anything dangerous, _____ knives or guns, are not allowed on airplanes.

6 **Vocabulary**

Use the correct form of the following words to complete the passage.

affect, growth, attack, crash, rapidly, harm, crime, offer, disappear, obvious

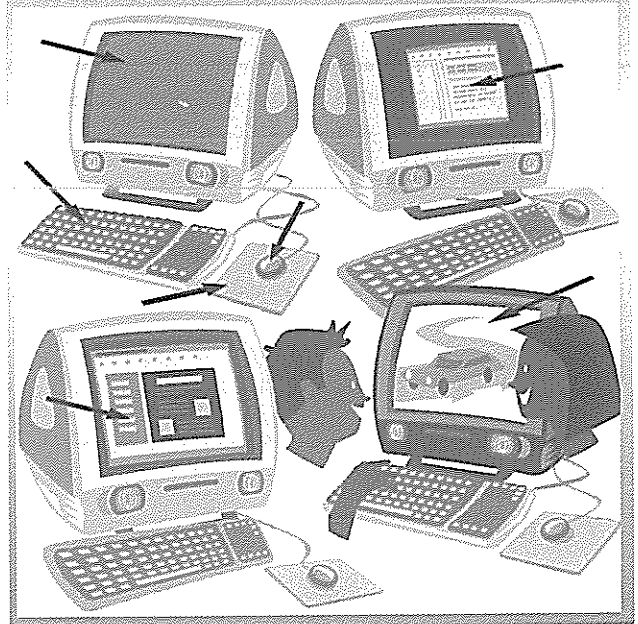
Yesterday evening, a small plane was (1) by ten men with guns as it was moving (2) down the runway. Just before it took off, it (3) into a building but luckily none of the passengers were (4) When the police finally arrived, the terrorists had (5) The police are now (6) a reward for anyone who knows anything about this (7) The owner of the plane says it's (8) that this attack will (9) the (10) of his business. He runs a travel company that flies rich businessmen around the country.

Word Corner

Computers

Label the drawings with words from the box.

screen, keyboard, mouse, mouse mat, computer game, e-mail message, Internet page



2 WEBSITES

1 Telephoning

Complete the dialogue with these phrases.

973273, Can I speak to Geoff, hang on, this is Mary

Mr Willis: Hello. (1) 973273

Mary: Hello, Mr Willis, (2)
(3)....., please?

Mr Willis: Just (4) a second.

Geoff: Hello. This is Geoff.

Mary: Oh, hi!

2 Making suggestions and arrangements

Mary and Geoff are talking on the telephone on Friday evening. Choose the correct phrases a, b or c.

Mary: What are you up to this weekend?

Geoff: 1 a) I can't. **b) Sorry? I didn't hear you.**

c) I'd love to.

Mary: This weekend. Do you fancy doing something on Saturday?

Geoff: 2 a) I want to see a film.

b) Great, I'd love to. Let's go to see a film.

c) I like films. Would you like to go to see one?

Mary: OK. Why don't we meet at 6:30, outside the cinema?

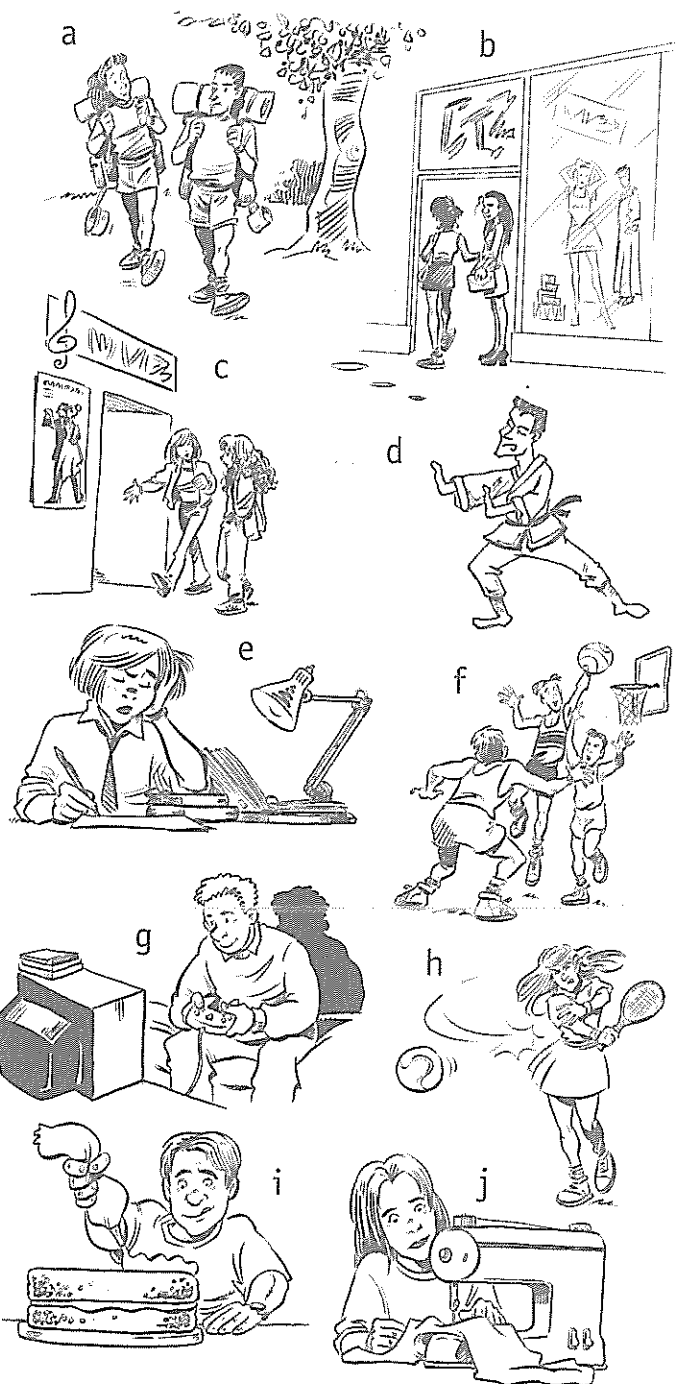
Geoff: 3 a) No. b) Maybe. c) Right. See you tomorrow.

3 Write suggestions in your notebook for things to do this weekend in your town/city.

- 1 (films) *Why don't we go to see "American Beauty"?*
- 2 (music)
- 3 (sport)
- 4 (eating out)
- 5 (shopping)
- 6 (dancing)
- 7 (cafés)
- 8 (museum)

4 Words that go with do, go, play, and make
Match the words (1-10) with the pictures (a-j).

- | | |
|------------------|--------------|
| 1 shopping | 6 kungfu |
| 2 tennis | 7 dancing |
| 3 homework | 8 basketball |
| 4 computer games | 9 a cake |
| 5 clothes | 10 camping |



Remember

Subject/object/possessive pronouns and possessive adjectives

We use these pronouns in place of nouns, e.g. to avoid repeating the nouns. Possessive adjectives go with nouns to show who they belong to.

Examples:

She lives in London with her family.

This message is hers.

I'm sending her an e-mail now.

1 ★ Complete the table.

subject pronouns	possessive adjectives	possessive pronouns	object pronouns
I	my	mine	(1)
we	(2)	ours	us
you	your	(3)	you
he	(4)	his	him
she	her	(5)	her
(6)	(7)	its	it
they	their	(8)	(9)

2 ★ ★ Complete the sentences with words from the table.

- Mary phoned Geoff and made arrangements to go out with
- I use a computer but it isn't.....
My parents bought it so it's
- Mandy and Linda want that computer magazine.
..... say it's magazine.
- Mum's given..... keys to Dad because
..... has lost
- John is good at English. helps other people with homework.

3 ★ ★ ★ Finish these sentences in any way you want, using a word from the table.

- Mary wants the book, so please.....
- The dog is hungry, so please
- Mr and Mrs Jones are.....
- My parents always eat.....
- We all like.....
- Some people don't buy.....
- Laura doesn't

Zero Conditional

We use the Zero Conditional where one event always follows the other, and to give advice and orders.

Examples: *If you heat ice, it turns to water. (if + Present Simple, Present Simple)*

If you can't do the exercise, try again. (if + Present Simple, Imperative)

4 ★ Zero Conditional (If + Present Simple)

Complete the sentences with the correct form of the verbs from the box.

feel, arrive, spend, get, go, see, switch on

- If I eat a lot at Christmas, I ill.
- If you the computer, you a green light.
- If we buy them at the market, we them cheaper.
- If he goes by plane, he in New York the same day.
- I always a lot of money if I shopping with my sister.

5 ★ ★ ★ Zero Conditional

Write sentences in your notebook using the cues in the box.

have a computer, like watching sport, play computer games, go shopping, eat Italian food

3 VIRTUAL REALITY

1 ★ ★ **First Conditional for a possible situation in the future**
Complete the sentences, putting the verbs in brackets in the correct form.

- 1 What *will you do* (do) if it *rains* (rain) tomorrow?
- 2 What (write about) if the class (do) a project on computers?
- 3 If it (snow) tomorrow he (not go) on holiday.
- 4 If you (work) with someone on this project, who (work) with?
- 5 If she (train) hard she (win) the race, I'm sure.
- 6 If the cat (make) a mess one more time Jane (give) it away.

2 ★ ★ **Second Conditional for present situations that are not real**
Write possible sentences using the table.

If I had the money, I	would	buy	on a world tour.
If I were President of this country, I	wouldn't	go	school holidays longer.
		make	a big car.
		have	school holidays shorter.
			more jobs for people.
			more festivals.

- 1 *If I were President of this country, I would make school holidays longer.*
- 2
- 3
- 4
- 5
- 6

Now finish these sentences in any way you want.

- If I were President of this country,*
.....
.....
- If I had more money,*
-

3 ★ **Second Conditional for future situations which we don't believe will happen**

Complete these sentences with the verbs in brackets in the correct form.

- 1 If some people *lived* (live) on the moon in the future, life on earth *would be* (be) better.
- 2 If all the elephants in the world (disappear), we (be) very angry and sad.
- 3 If flooding (start) next week, the villages on the coast (have) big problems.
- 4 We (not be) happy if computers (tell) us what to do in the future.
- 5 If all entertainment (come) from computers, we (not leave) the house.
- 6 If I (live) in the USA, I (not live) in one of the big cities.
- 7 If it (snow) every day in winter, I (love) it.

4 ★ ★ First Conditional or Second Conditional?

Write sentences with the First or Second Conditional using the cues.

- 1 I/live/the USA/I/celebrate Thanksgiving
If I lived in the USA, I would celebrate Thanksgiving.
- 2 I/be/you/I/not go/party
- 3 I/see/John/I/tell him
- 4 we/not have/Christmas/we/not have/a good time in winter
- 5 you/help me/homework/I/help you/yours
- 6 I/live in/future/I/live on/moon
- 7 I/not go/party/I/go/football match
- 8 we/be/rich/we/not buy/expensive jewellery

5 ★ ★ ★ First Conditional or Second Conditional?

Write a First Conditional and a Second Conditional sentence about each subject. Use the cues.

Computers

- 1 do homework/computer/quicker
If you do your homework on the computer, it will be quicker.
- 2 not have computers/life different
If we didn't have computers, life would be very different.

Football

- 3 like football/like watching my team
- 4 play football/big club/not like it

Jobs

- 5 work hard/good job
- 6 be shepherd/sing/ sheep

6 Vocabulary

Put the following words in the correct columns in the table.

history, historical, arrange, arrangement, million, millionaire, smoke, smoker, non-smoker, suggest, suggestion

NOUN	VERB	ADJECTIVE
history		historical

Now use the table to help you complete the sentences below.

- 1 a) I don't know whether to buy a computer or a TV. What would you?
b) David's is that I buy a computer because I can always watch TV at his house.
- 2 a) I'm definitely a I have never a single cigarette!
b) Ted is definitely a His breath always smells of cigarette smoke.
- 3 a) This is an old building so they can't destroy it to build a new apartment block.
b) The of the telephone is very interesting.
- 4 a) I have an with Jess that we will meet after school and go shopping.
b) I want to a meeting with your teacher.
- 5 a) If I were rich, I would have a pairs of shoes!
b) Jane's father is a and he owns his own airplane!

Word Corner

Computer

Write the words and phrases on the correct side, and then add more words and phrases of your own. Use a dictionary.

crash, e-mail, hacker, Internet, network, virus, website

website

advantages

problems

COMPUTER

4 VIRTUAL TOURISM

1 Choose the correct words to complete the sentences.

- 1 We're travelling around New Zealand this summer and are thinking of doing a few overnight walks in the mountains. Will we need a?
a) guide c) tourist
b) friend d) company
- 2 The government has decided that this part of the river should be a no-fishing and no one should be fishing here.
a) place c) zone
b) country d) state
- 3 My grandmother's house is in a village and I love playing on the beach.
a) sea c) harbour
b) seaside d) central
- 4 Jane is really tired of winter. She is sick of being cold and needs some to cheer her up!
a) climate c) warmth
b) sunshine d) happiness
- 5 There are so many boats in Auckland's that Auckland is known as the city of sails!
a) harbour c) area
b) seaside d) land
- 6 An active is one that may explode at any time.
a) valley c) mountain
b) top d) volcano
- 7 Peter lives in a little house in a of Sydney.
a) city c) suburb
b) zone d) harbour
- 8 The from the top of the mountain was absolutely beautiful. You could even see the sea.
a) view c) site
b) reality d) scenery
- 9 Dan is one of the shop's customers. He comes to buy something at least once a week.
a) new c) regular
b) often d) general
- 10 The temperature of Hong Kong in January is around 13°C.
a) normal c) low
b) regular d) average

2 Prepositions

Correct the prepositions, using the list in the box. (* = wrong)

under, of (x2), to, with, in, between

- 1 Auckland has a population of just ~~by~~ *under* a million people.
- 2 European settlement began **between* 1840.
- 3 Auckland has been a centre **at* protest since 1985.
- 4 Flights **under* Europe take over twenty-four hours.
- 5 It has a warm climate **to* plenty of sunshine.
- 6 It is easy to travel **at* Auckland and the rest of New Zealand.
- 7 It has some **with* the best beaches in New Zealand for doing water sports.

3 Phrases describing cities

Complete the text with these phrases.

the capital of, the largest city, which is famous for, famous sights include, it is an important centre for, average temperature, it is located, it has a population of

Sydney is not (1) *the capital* of Australia, Canberra is. But Sydney is (2) (3) just under three and a half million people. (4) in the state of New South Wales, in the East of Australia.

(5) business and industry. (6) the Sydney Opera House. Also in the city is the beautiful harbour (7) its bridge, Sydney Harbour Bridge. The (8) in Sydney in January (summer) is 25°C.



Focus on Reading

A new way of communicating

Our need to communicate with each other has been a driving force in the development of technology. In the 20th century we have seen the invention of the radio, television, telephone and fax, and today, the Internet has opened up a whole new way of communicating. We now have instant messaging services such as ICQ or China's QQ and chat rooms where people can join group discussions. They mean increasing choices for when, where and how to communicate, and more importantly, with whom.

While most people use the Internet to keep in touch with friends and family, a growing number of people use QQ and chat rooms to meet and chat with strangers. Because the Internet allows a certain amount of anonymity, users can be more open making it easier to make new friends. One user said that everyone is equal online, and age and appearance become unimportant. This makes it easier for people to communicate with each other.

Finding new friends is not the only reason people

use chat rooms. The Internet can bring together like-minded people who want to discuss their favourite topics. There are chat rooms for certain sports, types of music, styles of art, in fact, just about any interest you can imagine, and many that you can't! Whatever unusual interest you might have, if you search on the Internet, there is a good chance that you will find someone, somewhere in cyberspace, willing to talk to you about it – right now.

However, there are problems with going online. It is possible for cyber-criminals to steal information such as credit card details while you are online, and there is always the chance that a new friend is not who he or she claims to be. One girl was really disappointed when she discovered that her new cyber-friend who wrote poems for her, was actually copying all the poems from magazines. But for all the problems that might come up, instant messaging services and chat rooms are here to stay, putting in touch with friends, family and strangers of similar interests.

Answer the questions below by circling the correct choices.

- 1 Why has our need to communicate been a driving force in the development of technology?
 - a) Because people want to stay in touch all over the world, they create technology to make this possible.
 - b) Because people are too lazy to visit each other, they develop technology, then they don't need to leave their homes.
 - c) Because people don't like to talk face to face but they still need to communicate. Technology helps them do this.
- 2 People use the Internet to _____.
 - a) chat to friends and meet family
 - b) meet strangers and write poems
 - c) chat to friends, family and strangers
- 3 What does *anonymity* (para. 2) mean?
 - a) The state of being unknown.
 - b) The state of being friendly.
 - c) The state of being online.
- 4 What types of topics will people discuss on the Internet?
 - a) Sports, types of music, styles of art.
 - b) All kinds of topics.
 - c) Only topics that the Internet allows.
- 5 What is an example of problems with going online?
 - a) Some people may send you poems copied from magazines.
 - b) Your credit card details could be stolen.
 - c) There might be no one to chat with.
- 6 In what ways might people claim to be something they are not in a chat room?
 - a) They might lie about their age.
 - b) They might lie about what they do.
 - c) Both of the above.
- 7 According to the writer of the article, online communication is likely to _____.
 - a) be around for a long time
 - b) disappear in the near future
 - c) become less popular in the future

Focus on Writing

1 Linking words of addition (2) as well as, also, too

Rewrite these sentences as two sentences using the word or words in brackets.

Example:

Auckland is beautiful as well as interesting.

(1 sentence)

Auckland is beautiful. It is also interesting.

(2 sentences)

Auckland is beautiful. It is interesting too.

(2 sentences)

1 Auckland has more boats than anywhere else in the world as well as some of the best beaches in New Zealand. (also)

.....

2 Auckland is the largest city in New Zealand as well as an important centre for business and industry. (too)

.....

3 Auckland is warm in winter as well as in summer. (also)

.....

4 Famous sights include the Harbour Bridge as well as Parnell Village. (also visit)

.....

5 New Zealand has sixty million sheep as well as iron and steel and cars. (produces too)

.....

6 There are interesting cities on South Island as well as some on North Island. (also has)

.....

2 Punctuation: Apostrophes for possession

Look at the example sentences. Then rewrite the sentences in your notebook, putting apostrophes for possession into the phrases in italics.

Example:

New Zealand's government = the government of New Zealand (singular)

The New Zealanders' nickname is "kiwis" =The nickname of the New Zealanders is "kiwis" (plural)

- 1 *The capital of New Zealand* is Wellington.
- 2 *The language of the New Zealanders* is English.
- 3 *The car belonging to the Browns* is old now.
- 4 *The homework that Peter wrote* is very good.
- 5 *The dress that Laura has* was expensive.

3 Guided writing: Writing about a city

Read the paragraph about Sydney (Exercise 3 on page 60) again. Write a paragraph of six or seven sentences about a city you know, using these phrases.

a large city, which is famous for, famous sights include, an important centre for, average summer/winter temperature, is located, has a population of

4 Complete the following sentences according to the Chinese meaning.

- 1 一些专家预测网上购物将会迅猛发展。
 Some experts predict that
 a in shopping
 the Internet.
- 2 我个人认为, 随着因特网的发展, 人们的通讯方式将会有很大的改变。
 I think that people's ways of
 communication will greatly
 the of the Internet.
- 3 星期天你想去看电影吗?
 to a
 movie on Sunday?
- 4 我想去, 但是我没有时间。
, but I don't have
 time.
- 5 如果去英国, 我会去参观大英博物馆。
 If I to Britain, I
 and visit the British Museum.
- 6 人们认为奥克兰是新西兰最具活力的城市。
 Auckland the
 most city in New Zealand.

KEY WORD BANK

Compound words: computer programme, cyberspace, global warming, virtual reality, fashion show, historical site, Chinatown

Describing places: the largest city, which is famous for, the capital of, famous sights, located, location, important centre for, has a population of, main language, climate, scenery

Get: get (receive/buy), get better (become better), get in touch with (contact), have got

Phrasal verbs with get: get on, get on (well) with (a person), get on with (an activity)

Making, accepting and rejecting suggestions: Do you fancy + ing ...?, are up to ..., I can't, I'd love to

Making arrangements: Let's meet at ...

Telephoning: 9-7-3-2-7-3, This is ..., Sorry?

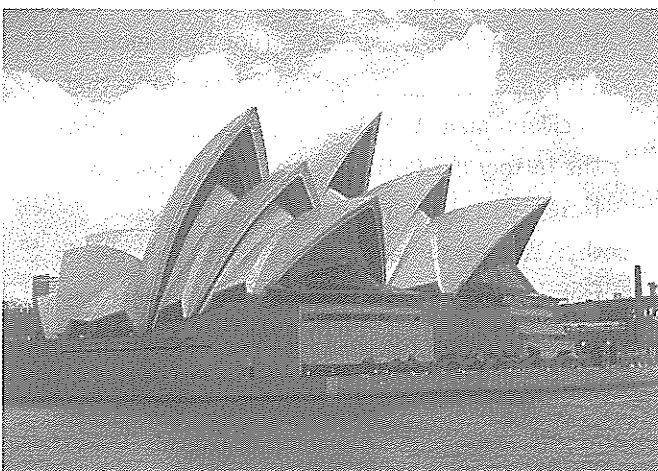
Words that go with do and make:

do (homework/the shopping/very well/the ironing/the dishes), make (a guess/a phone call/a suggestion/a mistake/your bed/a noise/a cup of tea/friends)

Computers: cyberspace, the Net (Internet), virtual (world)

Future issues: artificial human, global warming, time travel, world flooding, virtual reality, virus

Places: Hollywood, Auckland, Wellington, New Zealand, Sydney Opera House, Chinatown



WORD POWER

① Choosing the right words

Circle the correct word.

In the last thirty years, the Internet has grown (1) *rapid/rapidly*. In 1983, there were only 200 computers (2) *connect/connected* to the Internet; now there are (3) *around/above* 50 million and this (4) *growth/grow* is clearly going to continue. Some (5) *expert/experts* are pessimistic (6) *around/about* the future. One (7) *worries/worry* is the activities (8) *from/of* cyber-criminals. Now, terrorists can get (9) *in/into* the computers of banks and governments. In (10) *a/the* future, they may "attack" the (11) *worlds'/world's* computers, cause chaos, and make planes and trains crash.

② Words that go with get

Complete the sentences with the words or phrases in the box.

in touch, over, married, on well, up, down to, through, a job, an e-mail, off, out, at

- 1 Dave and Sue *got married* last year. I went to the wedding.
- 2 Look at the screen. You
- 3 Jim didn't like Peter at first but they at the moment.
- 4 Please I have some important news for you.
- 5 Laura early on Sundays and then has an early breakfast.
- 6 John yet but he's working in Cathy's restaurant in the holidays.
- 7 Why he always me?
- 8 It's high time that we some serious talking.
- 9 I hate dealing with the bank over the phone. It takes ages to the right person.
- 10 Michael the plane and made his way through customs.
- 11 The whole building was on fire – we were lucky alive!
- 12 It's perfectly normal to be a bit nervous. I'm sure you it once you start your presentation.

CHECK YOUR PROGRESS

1 Complete the paragraph with the correct words from the options below.

My mother often argues with my brother because he sits in front of his computer all day. My mum says that he spends more time in (1) than in the real world! She is worried that he is going to lose touch with (2) and forget that there is life outside of his computer. My brother disagrees. He says that the (3) success of the Internet shows that people prefer a (4) reality to the real thing. He even thinks that computers are going to save our planet from (5) one day! He says that when the ice melts and a great (6) destroys hundreds of cities, computers will help people to survive by helping them find food. I think that this prediction might (7) but I just wonder what will happen if these life-saving computers get a bad (8)

- | | |
|------------------|-------------------|
| 1 a) cyberspace | b) Internet |
| c) website | d) surfing |
| 2 a) settlement | b) reality |
| c) entertainment | d) network |
| 3 a) global | b) optimistic |
| c) artificial | d) historical |
| 4 a) cyberspace | b) nuclear |
| c) computer | d) virtual |
| 5 a) harm | b) global warming |
| c) terrorists | d) hackers |
| 6 a) water | b) fire |
| c) flood | d) chaos |
| 7 a) come on | b) come true |
| c) come to | d) come through |
| 8 a) virus | b) attack |
| c) crime | d) crash |

2 Complete the expressions with these words:

show, criminal, news, message, power, reality, shuttle, year, travel, warming, weather

solar power

- | | |
|-----------------|-----------------|
| 1 space | 6 world |
| 2 fashion | 7 virtual |
| 3 global | 8 e-mail |
| 4 cyber | 9 hot |
| 5 time | 10 lunar |

3 Cathy and her brother Tom are visiting websites. Complete the dialogue with the correct form of the First or Second Conditional.



The News Website

Cathy: If we (1) (visit) this website here, we (2) (see) a virtual museum.

Tom: No, that one's better. "News from around the world." If we (3) (go) to that site, we (4) (get) the news from the USA, Australia, New Zealand. Everywhere!

Cathy: OK. Just a minute. Here we are. (*Cathy reads the website.*) "New Zealand news. An Auckland man has found \$1,000 on the beach." That's interesting! If I (5) (find) all that money, I (6) (go) to Auckland. you (7) (go) to New Zealand if you (8) (have) the money?

Tom: No, the USA. But things like that don't happen to me. I (9) (not find) money if I (10) (be) on a beach, like that Auckland man. I (11) (not win) the lottery if I (12) (have) a ticket, so I don't buy one.

Cathy: You are too pessimistic, Tom! Look, this is from a newspaper in the USA. A little tiger has escaped from a woman's house.

Tom: If I (13) (have) a tiger, I (14) (give) it to a zoo, not keep it in the house. What (15) (happen) if we all (16) (keep) dangerous animals at home?

4 Read the passage on *Amazing Robots* and answer the following questions.

- 1 Why are the robots called *working* robots?
 - a) They can all do a job or a type of work.
 - b) They are all doing the same type of work.
 - c) They can all work with children.
- 2 Why do you think they made the Reception Robot able to speak different languages?
 - a) The designers all spoke different languages.
 - b) People from all over the world visit the Expo.
 - c) Everyone speaks different languages in Japan.
- 3 How does the Childcare Robot entertain children?
 - a) It plays music and dances.
 - b) It sings and tells jokes.
 - c) It reads stories and sings.
- 4 How do Cleaning Robots save time?
 - a) They clean everything very quickly.
 - b) They only clean things that are dirty.
 - c) They work together with Security Robots.
- 5 What two things do Security Robots look out for?
 - a) Fire and people in the wrong areas.
 - b) Fire and Cleaning Robots.
 - c) Fire and other Security Robots.

5 Correct the fifteen mistakes in the text.

Before you start, read the whole text carefully. You will need to read the text more than once before you decide on your answer.

AMAZING ROBOTS!

The 2005 Aichi World Expo in Japan had many amazing exhibitions but the best part for many people was the robots. The Expo exhibited many different kinds of working robots:

The Reception Robot greeted people as they arrived at the Expo. It could understand many different languages including English, Chinese and Japanese. It could even smile while it talked!

The Childcare Robot looked after children while their parents looked around the Expo. It could sing and read stories to entertain the children. It could also send photos to the parents' mobile phones so that they could see how their children were doing and communicate with them.

Cleaning Robots worked in various parts of the Expo. They knew exactly where to clean so they would only clean dirty areas and not waste time on things that were already clean. They could also work in all types of weather and communicate with other Cleaning Robots that would share the work.

Security Robots were stationed all over the Expo. They looked out for fire as well as for people who should not be in certain areas. They could also work together with other working robots.

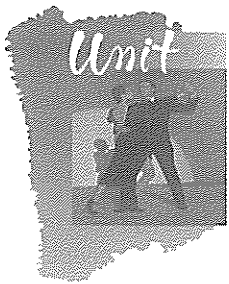
SHOPPING ON THE INTERNET

Every evening, I am sitting down at the computer and I say "What are we going to have for dinner tonight?" You see, my family did some of its shopping on the Internet since the big supermarkets started online. My little daughter don't like it. She prefers to go to the supermarket with me and buy any chocolate. She eats none of it in the car on the way home every time we go. But much people like Internet shopping and our dog loves it. You see, we click on "Dog Food" when we want a little dog food but we also tick the

supermarket's box that says "Can we send the other product if your product is not there?" So the supermarket sends top quality food when our dog food is not there. But there are problems with Internet shopping: It costs £5 every time your shopping was bought on the Internet. Too, the first time you shop on the Internet, you have to look at a list of every product the supermarket has. But after the first time you have to do that.

What do the supermarkets think of Internet shopping? Some

supermarkets can't take any more customers online. "We can take any new people for Internet shopping," says Britain's biggest supermarket. Their problem is this: How do they get all that food to the customers? The supermarkets are giving the customer a time when they will bring the Internet shopping to the customer's home. The customer have to be at home at that time. "All your customers want their Internet shopping brought to their home at the weekend or in the early evening," say the supermarkets. "That's the problem."



Unit 5 Rhythm

1 PERFORMANCE

① ★ will for decisions

Write sentences using the pictures and the cues.

Tom is at home in the evening



1 do/washing up/now

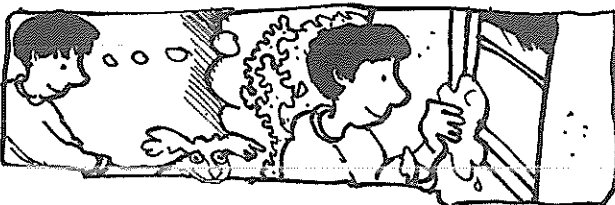
I know! I'll do the washing up now.



2 do/English homework next



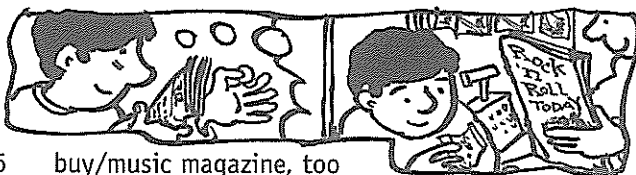
3 take/dog for a walk



4 clean/windows for Mum and Dad



5 buy/newspaper for Grandad



6 buy/music magazine, too

② ★ will + Present Simple after when, before and as soon as

Complete the sentences with the verbs in brackets in the correct tense.

1 We (have) our meal in the kitchen as soon as it (be) ready.

We'll have our meal in the kitchen as soon as it's ready.

2 I (buy) some flowers as soon as I (see) a flower stand.

3 We (have) a "farewell" party for you before you (go) to university.

4 Before I (go) I (help) you with the washing up.

5 I (give) Mary the letter when I (see) her this evening.

6 When I (find) the TV programme guide I (tell) you what's on TV.

③ ★ ★ will or going to?

Complete the dialogue with the correct form of the verbs.

Jennifer: Dad and I were talking: We (1) *'re going to have* ('re going to have/'ll have) a party for Mum's birthday. Can you get the snacks, please? I (2)..... ('m going to get/'ll get) the soft drinks.

John: OK. I know! We (3)..... ('re going to buy/'ll buy) Mum a ring for her birthday.

Jennifer: Good idea! We (4)..... (aren't going to/won't tell) her. It (5)..... ('s going to be/'ll be) a surprise.

John: Dad, Jennifer and I (6)..... (are going to/will) find a nice ring for Mum for her birthday.

4 ★ ★ ★ Decisions and time clauses with *when, before* and *as soon as*

Read the examples and write sentences about your day. Put in the times.



A day of decisions

07:45: "As soon as I get up I'll switch on the radio."

08:00: "I'll listen to this song before I go to the bathroom."

08:30: "I'll finish my homework when I get to school."

09:00:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5 Vocabulary

Complete the text with words and phrases from the box.

great performer, concerts, album (x2), sings along, audience, song, words, sold ten million, lifestyle

In the 1960s, Canadian folk star Joni Mitchell amazed everyone with her (1) *Woodstock* and the famous (2) from it, *Big Yellow Taxi*. Joni is very different from many rock stars. She always wears cheap dresses and even now she drives a very old car.

The first (3) Shania Twain made, *The Woman in Me* (4) copies. She is a (5) and the (6) often (7) with her when she sings her big hit songs like *Come on Over* and *Man, I Feel Like a Woman*. Her songs are known for their (8) as much as their music. Her (9) always leave the audience wanting more. Shania Twain comes from a very poor family and even now she does not have the (10) of a rock star.



6 Use the words below in the correct form to complete the sentences.

award, extraordinary, disappoint, creative, extremely, anger, system, throughout, impress, effect

- 1 I was when I didn't win the race.
- 2 The weather in the Arctic is cold.
- 3 Susan worked for her father her holidays and she saved up a lot of money.
- 4 Ian was very at how well Jane played the piano.
- 5 The for best actress goes to Julia Roberts!
- 6 To be a fashion designer, you need to be
- 7 The of the earthquake were widespread.
- 8 The school's of serving lunch needs to be reorganised. It is too slow.
- 9 My father rarely shows his by shouting. I know he's angry when he gets really quiet.
- 10 It's an story. If I didn't know it was true, I wouldn't believe it.

2 BEIJING OPERA

① **Asking for, giving and refusing permission**
Match the situations (1-6) with the functions (a-f).



Situations

- 1 Your friend wants to take your dog for a walk.
- 2 Your friend wants your CD for a party.
- 3 There is a party. Ask your parents if you can stay late.
- 4 Your teacher says you have to use the reference book in class.
- 5 You are seeing a doctor later today and have to leave a lesson early.
- 6 You need more time for your homework.

Functions

- a *Is it OK if I come home late on Saturday night?*
- b *I'll let you, but keep her on her lead.*
- c *Would it be all right if I go at 2:30 p.m. today because I ...*
- d *OK, but make sure you don't lose it.*
- e *Could I give it to you tomorrow, please?*
- f *No, I'm afraid you can't take it home.*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

② **Asking for permission**

In your notebook, write questions asking for permission from these people: your parents, a friend, a teacher, your doctor.

③ **let for giving permission**

Write sentences from the table. Then add two sentences of your own.

My parents	let	me	have their own key.
Some parents	lets	my brother	stay out late.
My friend's parents		my sister	go to parties at the weekend.
My dad		my brother and me	take the dog for a walk.
My mum		my sister and me	make her own dinner.
		the dog	make his own meals.
		their children	choose the TV programmes.
			use his computer.
			do what we want.
			cross the road on his own.

Your sentences:

- 1
- 2

④ **Compound words**

Match one word from each list to make compound words.

ball, pen, art, stage, cyber, speed, musical, clown, alarm, pocket

room, clock, boat, money, space, instrument, form, design, friend, race

Example: *ballroom*

.....
.....

5 Vocabulary

Complete the passage by choosing the correct words below.

I will never forget the day my father took me to see my first show. It was called *The performers* and it was the most (1) thing I had ever seen. I was about ten years old but I can remember every detail as if it was yesterday. The first half of the show was an (2) performance. The acrobats were dressed in amazing, colourful (3), some in blue and some in red. The (4) acrobats were all slim and beautiful and the (5) acrobats looked really (6) with their strong arms and legs. They moved so quickly and I was really (7) by their performance. I have been a big (8) of acrobatics ever since.

I didn't think the show could get any better but after the acrobats left the stage, it got even more exciting. The lights went off and everyone in the (9) went quiet. Suddenly, a light lit up (10) standing in the middle of the stage. He was wearing a (11) and playing (12) that looked like a guitar. Then he started singing and his voice had such an (13) on the audience that no one made a sound. Suddenly, there was a loud (14) and about thirty dancers joined him on stage. That's the best part of the show.

- | | | |
|----|------------------|------------------|
| 1 | a) extraordinary | b) important |
| | c) ordinary | d) difficult |
| 2 | a) art | b) acrobatics |
| | c) music | d) ballet |
| 3 | a) clothing | b) dress |
| | c) uniform | d) costumes |
| 4 | a) female | b) male |
| | c) women | d) girl |
| 5 | a) female | b) male |
| | c) men | d) folk |
| 6 | a) weak | b) healthy |
| | c) powerful | d) handsome |
| 7 | a) impressed | b) excited |
| | c) pleased | d) depressed |
| 8 | a) supporter | b) guide |
| | c) fun | d) fan |
| 9 | a) performance | b) crowd |
| | c) circle | d) group |
| 10 | a) a criminal | b) a clown |
| | c) an actor | d) an actress |
| 11 | a) mask | b) cover |
| | c) costume | d) fashion |
| 12 | a) an album | b) an instrument |
| | c) music | d) acrobatics |
| 13 | a) anger | b) effect |
| | c) award | d) affect |
| 14 | a) chaos | b) voice |
| | c) crash | d) cry |

Remember

1 ★ ★ Questions with the Present

Continuous, Present Perfect, to be, to have and there is/are

Write questions in your notebook using the cues and the correct form of the verb.

- 1 you/finish? (Present Perfect)
- 2 you/finish? (Present Continuous)
- 3 you/happy? (to be)
- 4 she/get/car? (to have)
- 5 cinema/near here? (there is/are)
- 6 any traditional dances/your country? (there is/are)
- 7 Peter write/any postcards? (Present Perfect)
- 8 I/win? (Present Continuous)
- 9 Mick get married/next year? (Present Continuous)
- 10 I/tell/you about Mick's wedding? (Present Perfect)

2 ★ ★ ★ Questions with question words

Write questions to make a questionnaire. Use the cues and the correct form of the verb in brackets.

A questionnaire for students in my class

- 1 How long/in? (live)
.....
- 2 Where/holiday last year? (go)
.....
- 3 Why/you/English? (learn)
.....
- 4 How/school every day? (travel)
.....
- 5 How often/tests at school? (do)
.....
- 6 Who/you with difficult homework? (help)
.....
- 7 How much pocket money/you/every week? (get)
.....
- 8 How many cities/you? (visit)
.....
- 9 What/your family/in the evenings? (do)
.....
- 10 Where/on holiday/next year? (go)
.....

3 EXPERIMENT IN FOLK

① **Types of adverbial clauses**

Underline the adverbial clauses and mark them with C (for cause), R (for result) and P (for purpose).

Example:

She was so tired last night that she went to bed soon after dinner. (R)

- 1 She was so tired last night that she went to bed soon after dinner. ()
- 2 We had a big party at the weekend because it was John's birthday. ()
- 3 Xiao Lin is going to study in England so that she can improve her English. ()
- 4 It was so cold last winter that the lake was frozen for over two months. ()
- 5 Since we didn't have any money to buy Peter a birthday present we had to make one for him. ()
- 6 It was such a good film that I have decided to go and see it again next week. ()
- 7 As it was the last day of the term, the teacher let us play games in class all afternoon. ()
- 8 We'll be awake all night because we have to study for an important test tomorrow morning. ()

② **Linking words in adverbial clauses**

Read the above sentences again and complete the table with the linking words: *because, as, since, so ... that, such ... that, so that*. Then join the pairs of sentences below with the correct linking words.

Type of clause	Linking words
cause	
result	
purpose	

- 1 I finished all my homework early.
My mum said I could go out and play basketball.
- 2 We had a good time on holiday in Beijing.
We didn't want to come home.
- 3 There weren't enough textbooks for everyone.
Some people had to share.
- 4 We had to stop the football game.
It was getting dark.
- 5 It was windy yesterday.
My umbrella blew away.

③ **because, so that, so ... that**

Join pairs of sentences using *because, so that* and *so ... that*.

- 1 We sent the document by DHL.
We want our business partner to receive the document on time.
We sent the document by DHL so that our business partner will receive it on time.
- 2 It was cold yesterday.
I had to wear two sweaters and a thick coat.
.....
- 3 On my way to Beijing, I will stop in Tianjin.
I want to see our new factory.
.....
- 4 You'll have to book your ticket early.
The flights are often full at that time of the year.
.....
- 5 I was hungry.
I ate twice as much as anybody else.
.....
- 6 You should come to China in October.
It's the nicest time of the year.
.....

④ **because or because of**

Match the two columns of words using *because* or *because of*.

- | | |
|------------------------------------|-------------------------------|
| 1 The pianist succeeded | a) it's already 9 o'clock. |
| 2 The bus was late | b) his talent and hard work. |
| 3 The crops were destroyed | c) the weather. |
| 4 I couldn't do my homework | d) he's very tall. |
| 5 We have to leave | e) his accent. |
| 6 We cancelled the picnic | f) I left my books at school. |
| 7 It's difficult to understand him | g) the traffic was bad. |
| 8 He's good at basketball | h) the flood. |

5 Adverbial clauses of cause

In your notebook, add causes to these facts.

Use connectives: *because, as* or *since*.

Example:

1 *People like to watch cartoons because the characters are often funny.*

- 1 People like to watch cartoons ...
- 2 Beijing is a popular tourist city ...
- 3 Many people quit their jobs ...
- 4 We should not judge people by their appearances ...
- 5 People cannot live on the moon ...
- 6 English is a useful language ...

6 Adverbial clauses of result

In your notebook, add results to these facts.

- 1 His hairstyle is so strange that ...
- 2 The Great Wall of China is so famous that ...
- 3 Wang Junxia ran the 3,000m race so fast that ...
- 4 The Internet is so useful that ...
- 5 Football is so popular that ...
- 6 Some animals are so rare that ...

7 Adverbial clauses of purpose

In your notebook, add purposes to these facts. Use the connective *so that*.

- 1 Students in China learn English ...
- 2 Olympic athletes train hard ...
- 3 In some places new roads are built ...
- 4 Advertising companies try to find out what people like ...
- 5 Some people exercise every day ...
- 6 Every big city should have a park ...

8 Vocabulary

Complete the passage with the correct form of the words in the box.

beauty, quit, talent, worldwide, identity, performance, transform, appearance

Rock band "Full House" are the new up-and-coming band this year. Six months ago, nobody knew who they were but today it's a different story: they are famous (1) In the beginning, the band practised together in their bedrooms. "We sounded terrible at first, and everyone thought we should (2) ," said Jim, the band's singer. But "Full House" believed that they had (3) so they made a tape of their music and sent it to record companies. At first, no one was interested but finally, their hard work paid off and the band was invited to play at a live concert with the pop group "Girl Power" who are famous for the (4) of their voices. The concert was sold out and everyone loved "Full House". After their (5) with "Girl Power", they made a CD with GM records and they flew all over America to do more live (6) Then it was time for a world tour which made them even more famous.

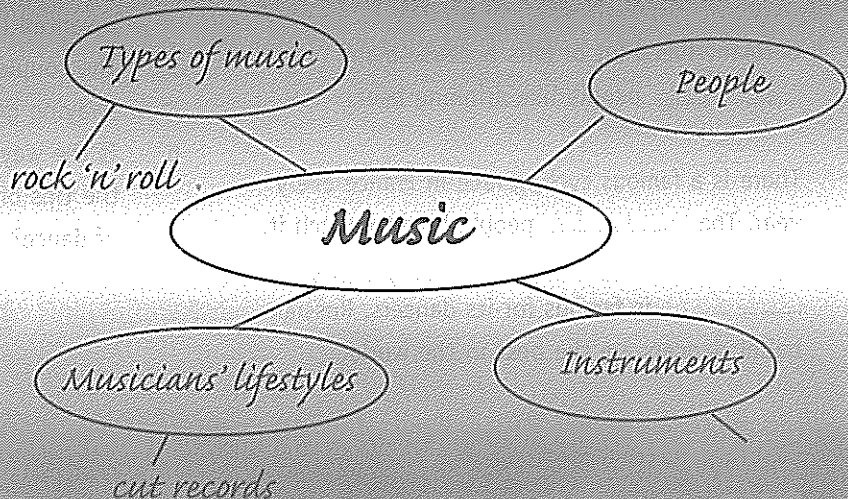
How does the band feel now that they have been (7) into rock stars? "It's been amazing to go from being nobody to being famous, but we decided not to change our music. We don't want to lose our (8)"

Word Corner

music

Write the words and phrases in the box under the correct heading. Then add words and phrases of your own. Use a dictionary.

rock 'n' roll, piano, do tours, musician, give performances, guitar, audience, drums, pianist, violin, cut records, classical, folk, jazz, pop, do recording



4 LET'S DANCE

1 Countries/Continents and their adjectives

Complete the table, then use the words from the table to complete the sentences.

countries/continents	adjectives
Africa	<i>African</i>
Argentina
Australia
Canada
Britain
Europe
.....	German
.....	Italian
.....	New Zealand
.....	Russian
the United States

- Rod Laver was one of the greatest *Australian* tennis champions.
- Halloween is a very popular festival in
- In Auckland, you can see some of the traditional dances.
- I've visited London, Birmingham, Manchester and some other cities.
- Pizza is an food. It is very popular in Italy.
- Germany has a lot of bars because many people like drinking beer.
- There is a famous cycling race in France every year. The people love to watch it.
- is famous for its dancers. Russian ballet dancers are the best in the world.

2 Time phrases

Complete the sentences with the phrases in the box.

until I started school, since the start of the 20th century, in the 1960s, before the Second World War, in the late twentieth century

- Until I started school* I couldn't speak any English.
- my parents danced to *Beatles'* songs.
- My grandparents got married and then my grandad had to fight in the war.
- We have had helicopters The first one flew in France in 1907.
- Virtual reality was invented and it will be very important this century.

3 Describing dance

Complete the following sentences with the correct form of the words in the box.

formal, traditional, ordinary, type, back and forth, unique

- Today is not an day. Today I am going to my first dancing lesson!
- There are many different of dancing but my favourite is ballet.
- Disco was not a dance. Boys and girls in their jeans just danced it at home.
- dances are passed down from one generation to another but break-dancing was invented in the 1980s.
- The couple moved slowly around the dance floor, swaying gently
- Is the way that ballet dancers dance right on the tips of their toes in the world of dance?

Focus on Reading

Carnegie Hall

One of the most famous buildings in the United States is Carnegie Hall, the home of classical and popular music concerts in New York. Carnegie Hall is known not just for its beauty and history, but also for its amazing sound. It has been said that the hall itself is an instrument. It takes the music and makes it larger than life.

Carnegie Hall is named after Andrew Carnegie, who paid for its construction. He was a wealthy man who also gave a lot of money to schools and public libraries. Construction on Carnegie Hall began in 1890 and the official opening night was on May 5, 1891.

The hall was owned by the Carnegie family until 1924 when it was sold to Robert E. Simon. The building became very old and in 1960, the new owner made plans to destroy it and build an office block. Isaac Stern led a group of people who fought to save Carnegie Hall and finally, the city of New York bought it for \$5 million. It was then fixed up between 1983 and 1995.

In 1986, people realised that Carnegie Hall had never kept proper records of its history.

Advertisements and stories in newspapers about how

Carnegie Hall needed help to recover its history led people to send in old concert programmes and information from all over the world. Over 12,000 concert programmes were received and with these it was possible to make a proper record of Carnegie Hall's concert history.

Carnegie Hall is actually made up of several different halls, but the Main Hall, now called the Isaac Stern Hall, is the most famous. Most of the greatest performers of classical music since the time the hall was built have performed in the Main Hall, and its reception areas are decorated with signed photographs of these musicians. The hall itself can hold an audience of 2,804 in five levels of seating. Visitors to the top level have to climb up 105 steps to get there!

Because the best and most famous musicians of all time have played at Carnegie Hall, it is the dream of most musicians who want to be great to play there. This has led to a very old joke which is now part of Carnegie Hall's history. Question: "How do I get to Carnegie Hall?" Answer: "Practise, practise, practise."

Choose the correct answers to the questions below.

- 1 What happens inside Carnegie Hall?
 - a) Musical concerts.
 - b) Historical events.
 - c) People become famous.
 - d) People dance.
- 2 Who paid for Carnegie Hall to be built?
 - a) Isaac Stern.
 - b) Robert E. Simon.
 - c) The city of New York.
 - d) Andrew Carnegie.
- 3 Why do you think people wanted to save Carnegie Hall?
 - a) Because it made a lot of money.
 - b) Because it was interesting.
 - c) Because it was a part of New York's history.
 - d) Because they didn't like Robert E. Simon.
- 4 When was Carnegie Hall finally fixed up?
 - a) 1891 b) 1983 c) 1986 d) 1995
- 5 How did Carnegie Hall recover its concert history?
 - a) Through newspaper reports.
 - b) Through old concert programmes.
 - c) Through old photographs.
 - d) Through old jokes.
- 6 Why do you think the Main Hall is now called the Isaac Stern Hall?
 - a) Because Isaac Stern is a famous musician.
 - b) Because Isaac Stern built the Main Hall.
 - c) Because Isaac Stern saved Carnegie Hall.
 - d) Because Isaac Stern made up the Carnegie Hall joke.
- 7 Why is the Carnegie Hall joke funny?
 - a) Because you expect the answer to be directions and not advice.
 - b) Because Carnegie Hall is a place where musicians practise a lot.
 - c) Because it is difficult to find your way to Carnegie Hall.
 - d) Because you don't expect the answer to repeat the same word three times.

Focus on Writing

① Linking words of contrast

Look at the examples and complete the sentences with the correct phrase from the box *but, although or however*.

Examples:

*I enjoyed the ballet **but** preferred the folk dances.*

*I enjoyed the ballet, **although** I preferred the folk dances.*

*I enjoyed the ballet. **However**, I preferred the folk dances.*

I liked some other dances better, it was a new dance for this audience, they liked the 1960s dance, today it is often performed for audience, the twist is often danced solo

From a review of a dance performance.

1 I liked the Kolo and the twist, but *I liked some other dances better*.

I liked the Kolo and the twist, although.....

I liked the Kolo and the twist.

2 The Kolo is a folk dance

3 The Kolo is well-known in the Balkans

4 The dance group danced the twist in couples

5 The audience was mostly teenagers

② Punctuation: Commas

Add commas to these sentences.

From a review of a dance performance.

- 1 Before the performance started, I did not expect to enjoy the show.
- 2 Although I enjoyed the tap dancing I liked the rock 'n' roll dances more.
- 3 However my favourite dance was the twist.
- 4 After the performance some friends and I danced the twist at home.
- 5 If I learn a new dance I'll learn 1950s rock 'n' roll dancing or the twist.

③ Guided writing: Review of a dance performance

Write a review of a dance performance in your notebook, using the sentences on this page to help you. Write a paragraph.

④ Complete the following sentences according to the Chinese meaning.

- 1 与芭蕾舞相比, 我更喜欢传统的民族舞蹈。
I folk dances ballet.
- 2 我欣赏那场舞蹈演出, 因为它的节奏太美了。
I enjoyed the dance because the was
- 3 尽管音乐厅很冷, 但是观众还是欣赏孙楠的演唱。
..... the concert hall was cold, the Sun Nan's performance.
- 4 王老师, 我明天交作业行吗?
..... if I my homework tomorrow, Mr Wang?
- 5 他每天都得练习跑步。他太累了, 他想放弃。
He to practise running every day. He was tired he wanted to
- 6 那场音乐会太美妙了, 我想再去听一次。
That was concert I'd like to listen to it again.

KEY WORD BANK

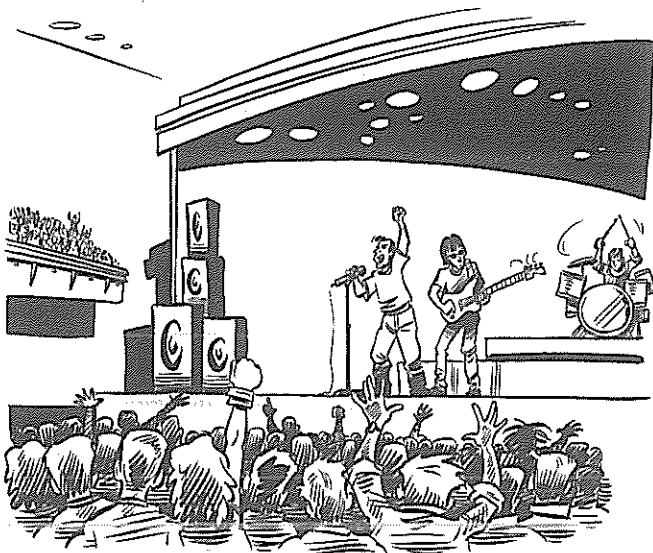
Adjectives: electric, disappointing, extraordinary, popular, famous, traditional, unclear, creative, powerful, ordinary, unique, responsible, realistic

Asking for, giving and refusing permission: Is it OK if, Oh all right, I'll let you go if ..., Can I ...? You certainly can't ..., If you want to go you must ..., Would it be all right if ...? OK, but make sure ..., Could I ...

Compound words: folk dance, stage design, sound system, audience reaction, African-American, ballroom, mid-1980s, music instrument, hairstyle, tap dancing

Opposites: exciting/boring, modern/traditional, clear/unclear, ordinary/unique, male/female

Concerts: audience, concert hall, lighting, singer, perform, performer, performance, sound system, special effect, stage, fan



Dance: disco, folk dance, ballet, waltz, breakdance, sword dance, dragon dance, lion dance, ballroom dancing, tap dancing, Tango, Cha-Cha, rock 'n' roll, costume, acrobatics

Music: classical, jazz, folk music, rock 'n' roll, recording, album, concert, guitar, drum, instrument, musician, pianist

Periods of time: In the 1960s, In the mid-1980s, in the late 19th and early 20th centuries, until the 18th century, since the start of the 20th century

WORD POWER

1 Opposites

Match the words below with their opposites. Then use the correct words to complete the sentences.

male, unclear, traditional, boring, unique

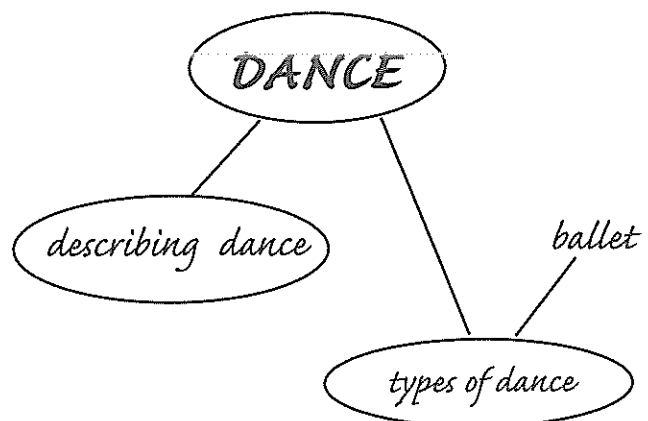
modern	exciting	clear	ordinary	female

- I am a fan of *modern* dances but my mum likes *traditional* dances like the tango.
- Jerry made it very that he was not coming in to work tomorrow but it's still as to when he'll finish the project he's been working on!
- The acrobats wore beautiful skirts and the acrobats wore silver trousers.
- My life is so right now and yours is so I am studying for exams but you are travelling around the world!
- Most of our furniture is very but my uncle has a few pieces of furniture that are worth a lot of money.

2 Learning words in groups

Write these words and phrases under the correct heading. Then add more words and phrases. Use a dictionary to help you.

back and forth, ballet, ballroom dance, disco, breakdance, elegant, noble, ordinary, peacock dance, sword dance, tango, tap dancing, traditional, unique, waltz



CHECK YOUR PROGRESS

1 Complete the paragraph with the correct form of words below.

extremely, peacock, disappoint, audience, impress, talent, tango, costume, quit, performance

I went for my first (1) dancing lesson yesterday but I left after only ten minutes. I was really (2) The teacher was terrible! I had decided to have lessons after I was in the (3) for a tango dancing (4) last month. I was so (5) with the colourful (6) and the dancers' (7) The music was lovely and it was all so exciting. As a result, I was (8) excited for yesterday's lesson. But now I've decided to (9) The teacher was 80-year-old and danced more like a (10) than a tango instructor!

2 Circle the correct form of the verbs.

The biggest rock concert ever was on 13 July 1985. It was called *Live Aid* and raised money for people who did not have enough food.

TV Reporter: Hello from Wembley Stadium in London. The Live Aid London concert (1) *starts/is going to start* at twelve o'clock. We (2) *are showing/are going to show* you the rock concert here in London first and then we (3) *are taking/are going to take* you to the USA for American Live Aid. Prince Charles and Princess Diana (4) *are arriving/are going to arrive* here at Wembley Stadium soon. Rock star Bob Geldof's two-year-old daughter, Fifi, (5) *gives/is going to give* Princess Diana some flowers as soon as they arrive. Prince Charles and Princess Diana (6) *are leaving/leave* in the afternoon because they (7) *have/are having* tea with the Queen at Buckingham Palace. The Live Aid concert (8) *begins/is beginning* with *Status Quo* singing *Rocking All over the World*. Then the *Style Council* (9) *give/are going to*

give us a song from their new album. The third group on the programme (10) *is/is going to be* the *Boomtown Rats* with Bob Geldof, singing *I Don't Like Mondays*. Bob Geldof started Live Aid. Some time this afternoon, we (11) *are interviewing/interview* him live. And here's a world first: after Phil Collins (12) *performs/is performing* his new song here at Wembley Stadium at two o'clock, his plane (13) *takes off/is taking off* for the USA. With a bit of luck, we (14) *film/are going to film* Phil's plane as it flies over Wembley Stadium on its way to the USA. When he gets to Live Aid in the USA, he (15) *sings/is going to sing* another song from his new album.

3 Complete the dialogue with the correct form of the verbs in brackets.

In October 1999, there was a concert on the Internet called *Net Aid* to raise money for people who do not have enough food. 60,000 people watched the concert at Wembley Stadium and 50,000 watched the *Net Aid* concert in New York.

Laura and Dave are looking at the *Net Aid* programme and planning their evening.

Dave: I (1) (make) tea after the Eurythmics (2) (sing) *Save the World*.

Laura: OK, but before you (3) (make) tea, I (4) (ask) if Mum and Dad want some, too.

Dave: As soon as Bryan Adams (5) (come) on I (6) (finish) my homework. I don't like him.

Laura: Huh! I (7) (not do) homework when Bryan Adams is on, or when David Bowie (8) (sing) *China Girl* and *Life on Mars*. They are my favourites. I (9) (start) my homework after the concert (10) (finish).

4 Complete the paragraph with the words below.

(1) he'd finished his homework, Eric jumped onto his bicycle and rode off in the direction of the beach. (2) he was riding along, he thought about the whales. He hoped he would see them again today. (3) he got to the beach, Eric hid his bicycle behind a bush (4) no one could see it from the road. Then he ran down onto the sand. (5) it was only four in the afternoon, the sky was already growing dark. Eric frowned. (6) it rained he wouldn't be able to see the whales because they would stay out in deeper water. He hurried along the beach towards the rocks. They were the best place to watch the whales from (7) their height. (8) Eric reached the rocks he felt a drop of water on his head. "Oh no!" he thought. "Now the whales will stay in the deep water and I won't be able to watch them!" But just then he saw a large shape on the beach. It was a young whale! The whale had come too close to the shore and got stuck on the beach! The whale was (9) still at first Eric thought it was dead. Then he saw its tail flap weakly. Eric turned and ran through the rain as fast as he could back to his bicycle. He had to get help! (10) they got the whale back in the water soon, it would die and Eric couldn't let that happen.

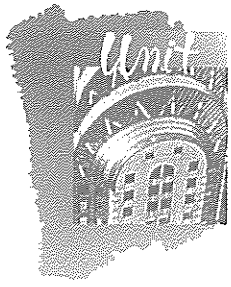
- | | | |
|----|---------------|----------------|
| 1 | a) As soon as | b) While |
| | c) So that | d) Although |
| 2 | a) When | b) If |
| | c) While | d) Before |
| 3 | a) Unless | b) After |
| | c) Although | d) While |
| 4 | a) so that | b) unless |
| | c) if | d) as soon as |
| 5 | a) When | b) So ... that |
| | c) Because of | d) Although |
| 6 | a) Because | b) While |
| | c) If | d) Before |
| 7 | a) because of | b) unless |
| | c) although | d) as soon as |
| 8 | a) Unless | b) If |
| | c) Before | d) So that |
| 9 | a) as soon as | b) so ... that |
| | c) because of | d) so that |
| 10 | a) If | b) While |
| | c) Unless | d) Because |

5 Complete the text with the correct form from the brackets.

Before you start, read the whole text carefully. You will need to read the text more than once before you decide on your answer.

Michael Flatley – The Dancer of Riverdance

You (1) (have to/don't have to/can't) like dance to know the name of the Irish Riverdance. It was on television during the 1994 Eurovision Song Contest. After that it became (2) (more famous/the most famous/a famous) dance in the world. One of the dancers that night was Michael Flatley. Michael is from the USA. He (3) (is born/was born/born) in Chicago. His parents (4) (have emigrated/emigrated/were emigrating) to Chicago from Ireland in 1947. As a teenager he (5) (was dancing/danced/has danced) the Irish jig in his father's garage, hour after hour. At the age of seventeen he became the world champion of Irish dance. He (6) (has been/is/was) the first American champion ever. Michael Flatley is (7) (the fastest/faster/fast) dancer in the world. When he (8) (has danced/danced/dances) Riverdance he says his feet hit the dance floor twenty-eight times every minute. But now Michael has a dance show with him as star. It's called *Lord of the Dance*. *Lord of the Dance* (9) (tours/toured/has toured) the USA and (10) (much/a lot of/a little) people go to see it. The performances are six nights a week and sometimes the auditorium has 10,000 people in it. There are forty dancers in *Lord of the Dance* and they (11) (both/all/none) have two weeks' holiday after every six weeks of Irish jig dancing. They feel so tired that they (12) (can/have to/don't have to) have a holiday. And what are Michael Flatley's plans for the future? An American film company (13) (will make/is going to make/makes) a film of his life. Next year, Michael and his dancers (14) (will start/are going to start/would start) a second tour of *Lord of the Dance*. (15) (Both/Neither/All) tours will be in the USA.



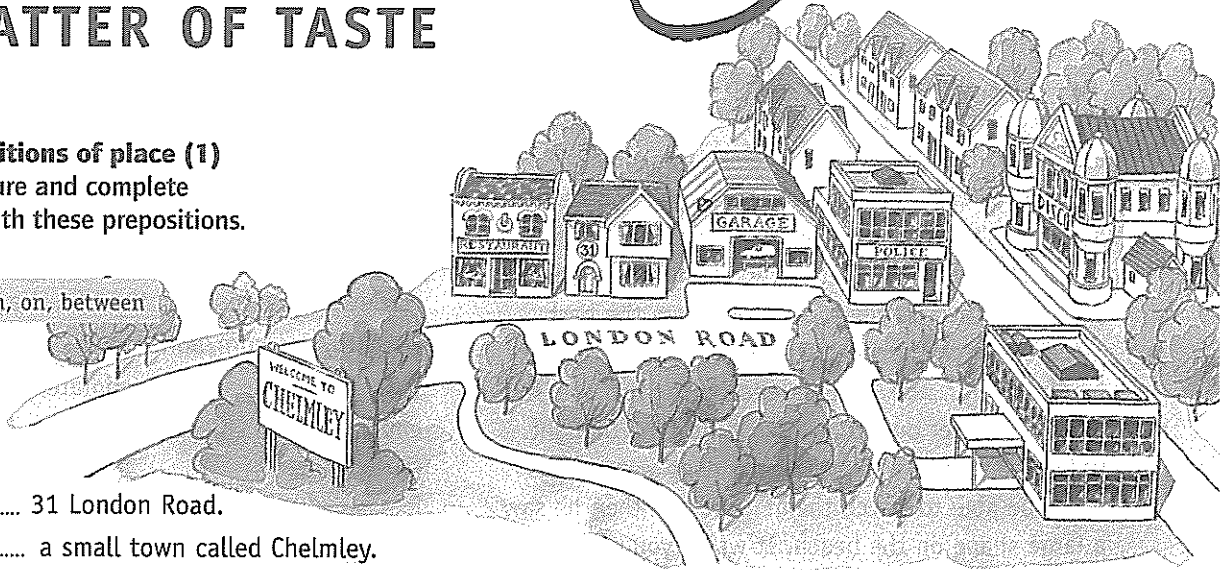
6 Design

1 A MATTER OF TASTE

1 ★ Prepositions of place (1)

Look at the picture and complete the sentences with these prepositions.

at, near, along, in, on, between

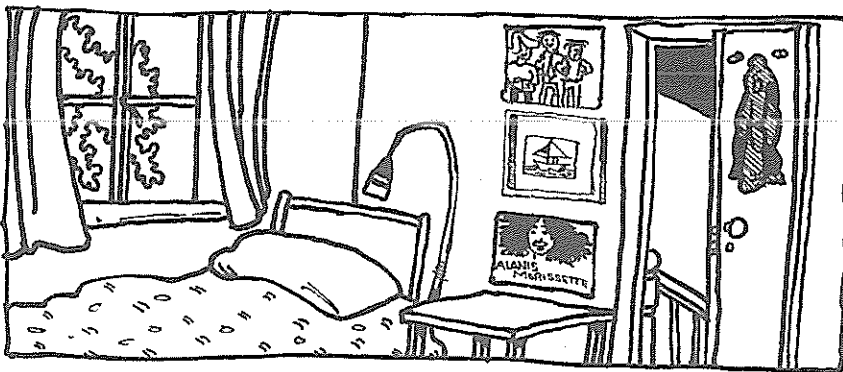


- I live *at* 31 London Road.
- I live a small town called Chelmley.
- My house is the left of London Road.
- My house is a restaurant and a garage.
- There is a disco the police station.
- There are trees London Road.

2 ★ Prepositions of place (2)

Look at the picture and complete the sentences with these prepositions.

near, under, above, across, behind, between



- My desk is *near* the door.
- My leather jacket is the door.
- I have three pictures on the wall my bed and the door.
- There is a painting the photo of me and my family.
- The painting shows a boat going the sea.
- The painting is the poster of Alanis Morissette.

3 ★ Prepositions of time

Complete the sentences with these prepositions.

in, at, on, during, between

- We usually go to Turkey on holiday *in* July.
- We have English the afternoon Friday.
- We have English half past two Tuesdays.
- We have no lessons one o'clock and two o'clock so we can leave school the lunch hour.
- Our lessons start nine o'clock in the morning and finish four.
- I was born 22 October 1983. My little brother was born 1987.

4 ★ ★ Prepositions of time and place (1)

Complete the text with the correct prepositions from the box.

at, in, on, during, above, across, under, near, along, behind

The day I was a hero!

I always see my friend Paul (1) *at* the weekend. I usually go to his house (2) the evening (3) Saturday but sometimes I go (4) the day. I often walk there because he lives very (5) me. I usually walk (6) the river. I walk (7) the bridge and sometimes I stop and look up. I can hear the cars going (8) the bridge (9) me. One day I saw an old man. He was taking his dog for a walk. He was in front and the dog was (10) him. Then suddenly the dog jumped in the river. I jumped in the river, too, and got the dog out. I was wet when I got to Paul's house, but I was a hero!

5 ★ ★ ★ Prepositions of time and place (2)

Mr and Mrs Rogerson are talking to a policeman in their dining room. Rewrite the dialogue in your notebook, correcting all the wrong prepositions. There are twelve wrong words.



Policeman: So, the painting was taken between the party? Is that correct?

Mrs Rogerson: Yes. It was yesterday. The party was at 25 August in my husband's birthday. It started on about seven o'clock at the evening.

Mr Rogerson: That's right. We were all in here, at the dining room, but someone came in and went up the stairs to our bedroom. Our bedroom is along this room. Then he came down again and my wife saw him. He was running between the field. There are some trees and some houses there and he was running along the trees and the houses.

Policeman: Can you describe the painting?

Mrs Rogerson: Yes, it shows a little house under here – about five kilometres away. In front of the house, there is a river and in the garden along the house there are two trees. There is a little girl across the two trees. That little girl is me when I was ten years old.

Mr Rogerson: So please get our painting back!

Word Corner

Paintings

Add these words to the groups on the right.

light, shining, round, a street scene, soft, square, scenery, the sea, dark, everyday life in a factory, bright

<i>Ways of describing colour</i>	<i>Shapes</i>	<i>Subjects of paintings or pictures</i>
<i>light</i>		

6 Design

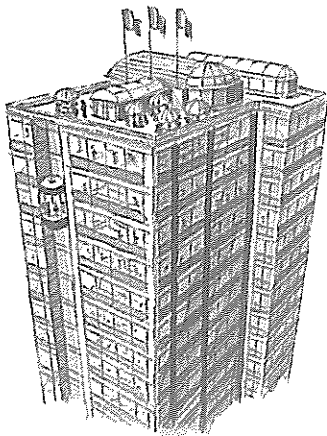
2 GREAT BUILDINGS

1 Describing places

Circle the correct phrase a, b or c.

Two friends are talking.

- 1 What's that building over there?
 - a) It's near a lake.
 - b) Yes, there's flag on the roof.
 - c) It looks like a palace.
- 2 What's that building made of?
 - a) Marble and stone.
 - b) It has balconies.
 - c) It's sort of modern, I think.
- 3 How old is that building?
 - a) There is a new café on the top floor.
 - b) I like it because it's early twentieth century.
 - c) I don't know. It looks modern.
- 4 I like those statues on that building.
 - a) Yes, and I love the tiles on the roof.
 - b) No, the statues are ancient.
 - c) The statues are one of the features. Its balconies are another feature.



2 Now describe one of the buildings in the pictures using these expressions: *looks like, sort of, looks as if*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Buildings

Replace the underlined part of the sentences with a word for a building. Then rewrite the sentences in your notebook.

- 1 They've just built a very tall building in the centre of the city.
skyscraper
- 2 I'm just going into that building where they keep your money to get some money.
.....
- 3 There are some good buildings where they sell things near here.
.....
- 4 Queen Elizabeth II lives in a very large building with hundreds of rooms in London.
.....
- 5 In ancient times, kings and queens lived in buildings with very thick walls that were difficult to get into.
.....
- 6 There's a building where you can post a letter and buy stamps on the corner.
.....

Remember

Adjectives with prepositions

Some adjectives are followed by prepositions, which are necessary if you want to introduce more information.

Examples: *The dictionary is useful. The dictionary is useful for doing English homework.*

Some adjectives must be followed by particular prepositions.

1 ★ Adjectives with prepositions

Complete the sentences with phrases from the box.

pessimistic about, excited about, fond of, scared of, bored with, popular with, amazed at

- 1 He's very the future. He always thinks the worst will happen.
- 2 My grandfather was very handing out advice to all my friends.
- 3 Mary is happy all the time now. She is going to university next month.
- 4 David is his computer game now because he played the same game too often.
- 5 I was in a terrible storm at sea last year and now I'm small boats.
- 6 She was how quickly Christine seemed to get over what had happened to her.
- 7 Chatlines have proved very young people.

Phrasal verbs

Some verbs are followed by prepositions or adverbs which change the meaning.

Example: *(to try on) She always tries on clothes before she buys them. Many of these verbs are followed by different prepositions or adverbs with different meanings.*

Example: *(turn on/turn off) To turn on the radio, press this button and do the same to turn it off.*

2 ★ Phrasal verbs

Complete the sentences with the words below.

across, on, about, up, off, for, to, down

- 1 I tried the new jacket before I bought it.
- 2 He was knocked by a car and taken to hospital.
- 3 We learned Martin Luther King at school this morning.
- 4 We walked the field to get to the river.
- 5 I was talking Dad about my homework, when the phone rang.
- 6 Ask your teacher today's homework and she'll give it to you.
- 7 Although he was very ill, he never gave hope.
- 8 It's hot in here. I think I'll take my jacket

3 ★ ★ Phrasal verbs with two possible second words

Circle the correct word.

- 1 This is the wrong street. Let's go *through/back*.
- 2 We've finished this computer game. Let's turn the computer *on/off* now.
- 3 There's a better programme than this on CCTV 9. I'll switch *over/on/off*.
- 4 Next week, we're going *out/away* for the weekend.
- 5 We had to write a composition *for/about* Mother Teresa in school today.
- 6 Our teacher told us that Mother Teresa fought *for/against* the poor.
- 7 It was terrible! The little dog fell *off/out* of a window.

4 ★ ★ ★ Phrasal verbs

Write sentences in your notebook using these phrasal verbs.

knock down, revise for, give up, pull through, get on(with), try out, switch over, take up, fix one's eyes on, date back

6 Design

3 CHINESE PAPER ART

1 ★ who and that

Write sentences about the kind of people you like and don't like.

- 1 I like people who/that are generous.
(who/that/to be/adjective)
- 2 I don't like people who/that
- 3
- 4
- 5 I don't like people who/that don't give to
charity. (who/that/verb phrase)
- 6 I like people who/that
- 7
- 8

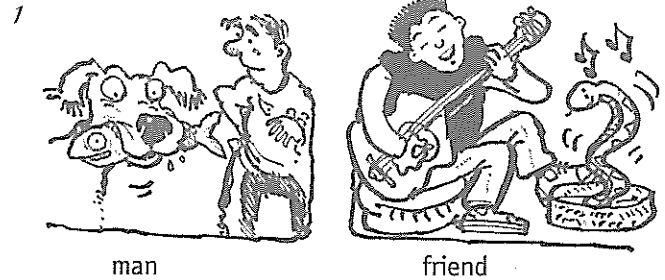
2 ★ ★ which and that

You were at the market last week and now you are back there with a friend. Write sentences about things you can buy in the market. Some have been done for you.

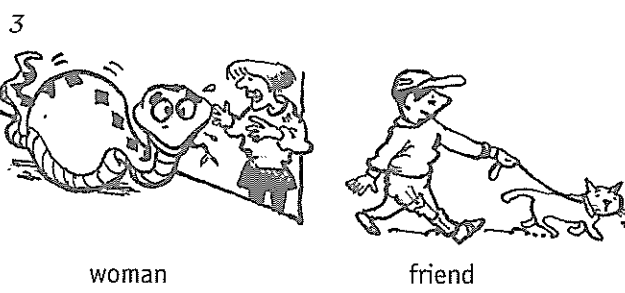
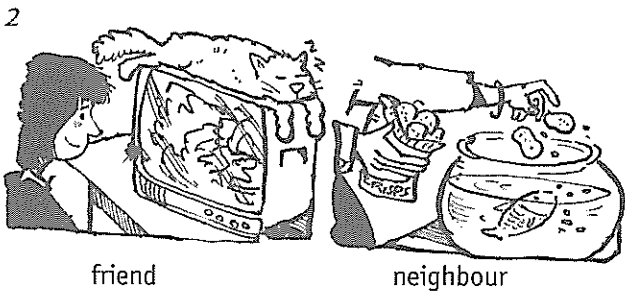
- 1 That's the cheap, silver bracelet which/that I
saw here last week. (adjective/adjective/noun/
which/that)
- 2 That's the expensive leather jacket which/that I
was telling you about.
- 3
- 4
- 5
- 6
- 7
- 8

3 ★ whose

Use the pictures to write sentences about animals that eat or do funny things.



I know a man whose dog eats fish.



4 ★ ★ who, that and whose

Complete the sentences with the correct relative pronoun. Then cross (X) sentences where you can leave out the relative pronoun.

- 1 They are only asking people who. (who/whose)
they know well to the wedding.
- 2 Mrs Jones: Will the pupils
(whose/who) haven't done their homework
please see me after the lesson?
- 3 Mrs Jones: Will the boy
(that/who/whose) bicycle is in the classroom
please come here now?
- 4 Mary is the girl (that/whose)
I told you about.
- 5 That's the writer
(who/that/whose) books we have to read.
- 6 That was the neighbour
(who/whose) we didn't like at first.

5 ★ ★ **which, that, who**

Complete the sentences with the correct relative pronoun. Then cross (X) sentences where you can leave out the relative pronoun.

- 1 That's the British architect (that/who) designed the building.
- 2 I read the book (which/who) you liked so much.
- 3 Do you know the woman (which/who) is wearing sunglasses?
- 4 There aren't any cinemas (that/whom) show really good films in this town.
- 5 They are the kind of earrings (that/who) we want.

6 ★ ★ **who, which and whose**

Complete the text with the correct relative pronoun. Then cross out relative pronouns that you can leave out.

These are all things (1) ~~which~~ you can take on holiday with you.

Your holiday suitcase is never big enough, is it? And there isn't a place to put plastic bottles (2) are for things like hair dye. Well, here's your answer. Bottles (3) are made from metal, not plastic.

There are people (4) like to read late at night on holiday and there are other people (5) want to go to sleep. Here's the answer. It's a little reading light (6) you put behind the book while you are reading.

On holiday you put all the clothes (7) you have worn into old bags before you take them home. And when you get home you and your brother say "Whose T-shirt is this, yours or mine?" Correct? Well, here are some attractive bags (8) come in different sizes for different clothes.

7 Vocabulary

Complete the sentences with the correct form of words in the box.

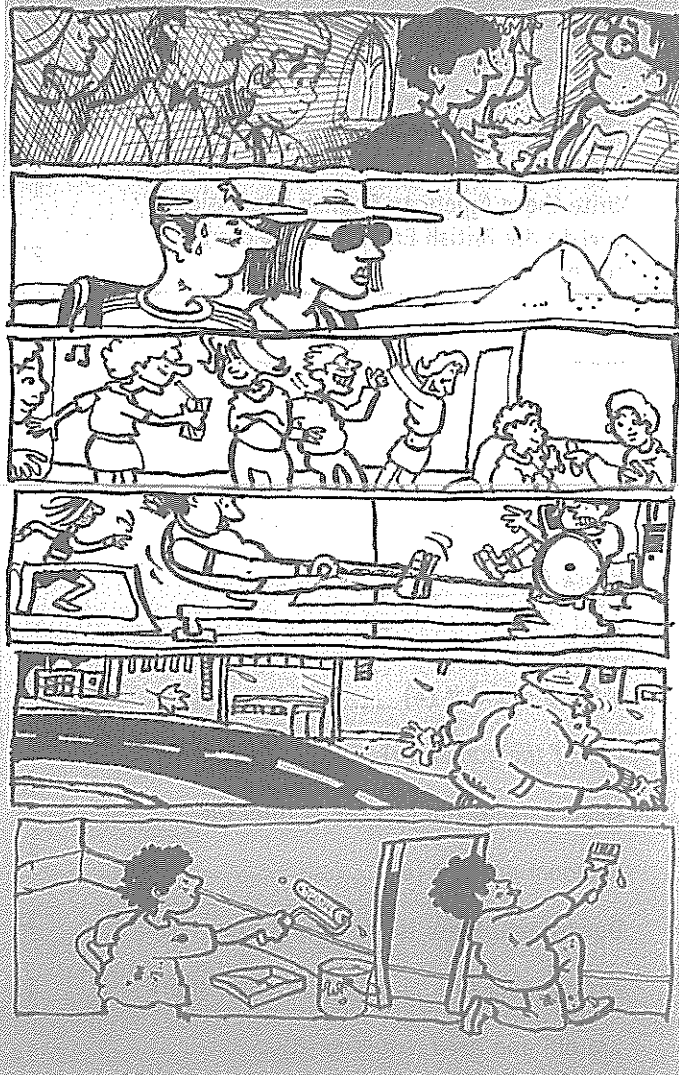
tomb, religious, pattern, temple, be related to, jewellery

- 1 Paper cuts used for purpose are often found in temples.
- 2 How can Sarah Sandra? They don't look like sisters at all!
- 3 People used to be buried in
- 4 The of flowers on your dress is lovely.
- 5 A woman should never wear too much at work.
- 6 There is a in my street and many people go there to make offerings to the gods.

Word Corner

Clothes

What would you wear in these situations? List three items (adjective + noun) for each situation. Example: *at school: blue jeans, old black shoes, a blue jacket.*



4 DREAM HOUSES

1 American English

Complete the sentences with the words below.

garbage, first floor, apartment, subway, downtown, truck

- 1 Mom was walking along the road when a big went past her.
- 2 In New York nobody walks a long way, they always take the.....
- 3 I went into the kitchen and took the out to help Mom.
- 4 The Nixon family have a nice with a modern kitchen, sitting room and bathroom.
- 5 My family lives on the..... of our apartment building.
- 6 There are many restaurants in New York.

2 American English and British English

English

Write these American English expressions next to the British English in the correct places.

Nixon, their fifth floor apartment, Carter family's apartment, New York, yard that the neighbours share, need fixing, out back, large apartment

The Windsor (1)..... *Nixon* family live in a house (2)..... near London (3)..... . They have a garden with a fence round it (4)..... . At the end of the garden (5)..... there's a small garage. You can see it from the bedroom upstairs (6)..... . Downstairs, there is the dining room and sitting room (7)..... . The stairs are old and need repairing (8).....

3 Vocabulary

Complete the passage with the correct choice of words below.

Jane walked down the road with a worried look on her face. She had to pay her (1) but she didn't have the money. Luckily her (2) was really nice so he would wait a while. If only she was paid more at work! But her boss had no (3) No matter how often she asked, he wouldn't pay her any more. Jane spent all her money looking after her mother's old (4) It was really cute but it was falling apart! It had a white (5) out front and a bright red roof. The garden was a little (6) but it still looked pretty as her mum was a great gardener. There was a (7) on the left of the cottage but there was no car. She'd sold that to get money to fix the wooden floors that were being eaten by (8) But now there was no more money and yesterday there had been another disaster. Her mum had wanted to (9) so she had started to run water into the (10) She left the room for five minutes and when she came back, there was no water in the tub. It was all over the floor! A (11) had broken and the water had even gone through the floor to the (12) Now all the walls were (13) and her mum couldn't use the (14) How was Jane going to pay to fix it all? She looked up and saw a rainbow. "If only I could find the pot of gold at the end of that!" she thought to herself. "Then all my problems would be over!"

- | | |
|----------------|--------------|
| 1 a) check | b) money |
| c) pay | d) rent |
| 2 a) landlord | b) neighbour |
| c) boss | d) friend |
| 3 a) merry | b) mercy |
| c) money | d) kindness |
| 4 a) village | b) cottage |
| c) tomb | d) basement |
| 5 a) washroom | b) basement |
| c) fence | d) garage |
| 6 a) narrow | b) far |
| c) typical | d) damp |
| 7 a) garbage | b) lorry |
| c) garage | d) pipe |
| 8 a) worms | b) wetness |
| c) creatures | d) sunshine |
| 9 a) breath | b) bath |
| c) breathe | d) bathe |
| 10 a) washroom | b) toilet |
| c) bathtub | d) bathroom |
| 11 a) roof | b) pipe |
| c) window | d) glass |
| 12 a) garbage | b) roof |
| c) fence | d) basement |
| 13 a) damp | b) dry |
| c) broken | d) fallen |
| 14 a) garage | b) washroom |
| c) apartment | d) cottage |

Focus on Reading

Sydney Opera House

One of the most recognizable buildings in the world, the Sydney Opera House, has a very interesting history. It all started in the 1940s, when the Sydney Symphony Orchestra had nowhere to play. The orchestra's conductor, Eugene Goossens (1897-1988), asked the Australian government to think about building a place and the government finally agreed to build an opera house in 1954.

The government held an international competition to find a design for the opera house. Many of the 233 designers from around the world who entered the competition were famous, but the design of an unknown Danish architect named Jorn Utzon (1918-) was chosen as the winner. Utzon travelled to Sydney to show his model of the opera house to the government, and then returned to Denmark to draw up building plans with an engineering company.

While drawing up the plans, Utzon remembered the temples he had seen in Mexico in 1949 and used them as his inspiration for the base of the opera house in Sydney.

The building of the opera house began in 1958, but Utzon had still not finished his plans. He didn't like his first plan as the concrete roof shells didn't work. His new idea was to make the shell shapes on the roof into the shape of a ball. That way, the same ball mould could be used for several roof parts. In 1962, the government agreed to the new ball roof idea. However, the parts of the building that had already been built were not strong enough to hold the new roof so they had to be knocked down and replaced. In 1966, after many arguments with the government and the engineering company, Utzon left the project. He also left Sydney and never returned.

After he left, the building was completed and in November 1973, the Sydney Opera House was opened by Queen Elizabeth II. Utzon did not attend the opening and his name was not even mentioned!

In 1999, Utzon was invited by the Australian government to return to Sydney but by then, Utzon was too old to travel. Instead, his son went to see the famous building which his father had designed, but had never visited.

Read the passage and choose the correct answers below.

- The Sydney Opera House was built because _____.
 - opera singers had nowhere to sing
 - the Sydney Symphony Orchestra had nowhere to play
 - the government decided they needed an opera house
 - Jorn Utzon visited Australia
- How did the government choose a design for the opera house?
 - They chose a design off the Internet.
 - They chose a famous designer.
 - They held an international competition.
 - They hired an engineering company.
- Jorn Utzon was _____.
 - a famous architect from Denmark
 - an unknown architect from Sydney
 - a famous engineer from Sydney
 - an unknown architect from Denmark
- Jorn Utzon was inspired by _____.
 - ball shapes that he saw in Mexico
 - shells that he found on the beach
 - temples that he saw in Mexico
 - shells that he saw in Mexico
- Why didn't Utzon like his first plan?
 - Because the concrete roof shells didn't work.
 - Because the ball mould couldn't be used again.
 - Because it didn't look like a Mexican temple.
 - Because the government didn't like it.
- Why did Utzon leave Sydney?
 - Because he didn't like working in Australia.
 - Because he wanted to build an opera house in Denmark.
 - Because he had many arguments with the government.
 - Because the government asked him to leave.
- Who opened the Sydney Opera House?
 - Jorn Utzon.
 - Queen Elizabeth II.
 - Jorn Utzon's son.
 - Eugene Goossens.
- Jorn Utzon _____.
 - has often visited the Sydney Opera House
 - has never visited the Sydney Opera house
 - is now part of the Danish government
 - has a son who has visited Denmark

Focus on Writing

1. Linking: Reason and result

Rewrite sentences with *so that* or *because* in your notebook. Use the two sentences each time to make one sentence.

About my dream house

- 1 I put a table-tennis table in the basement. We can play table-tennis in the evenings.
I put a table-tennis table in the basement so that we can play table-tennis in the evenings.
- 2 We have a swimming pool in the garden. Swimming is the sport I like best.
We have a swimming pool in the garden because swimming is the sport I like best.
- 3 We can eat our own fruit. There are some fruit trees in the garden.
- 4 I have a big room full of computers. We can play computer games all day.
- 5 I've built a big games room in the house. I like games.
- 6 There are some tables and chairs in the garden for you. You like to have coffee outside in the sun.

2. Punctuation review

Rewrite these sentences in your notebook and put in capital letters, commas, full stops, and apostrophes.

Example: *the smiths have a nice house but i dont like their garden*

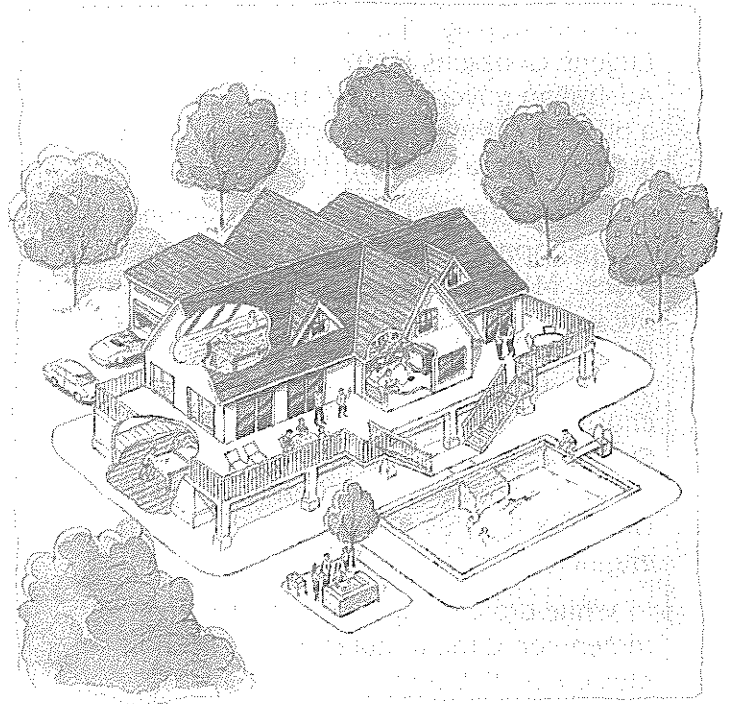
The Smiths have a nice house, but I don't like their garden.

- 1 their house has a very nice kitchen bathroom and dining-room but i dont like the garden
- 2 after we had dinner mrs smith showed us the house
- 3 they live at 49 wayland road thats near the centre of liverpool
- 4 we had a great time in budapest visiting the post office savings bank the chain bridge the castle and the statue of frans liszt
- 5 its a dream of course but id really like to have a gym a games room and a table-tennis table in the house

3. Guided writing: Writing a description

Describe this house in your notebook.

Start like this: *This is a big house with a large garden. It has ...*



4. Complete the following sentences according to the Chinese meaning.

- 1 屋子里只剩下他一个人在沉思着。
He was left alone in the room,
- 2 他的作品常常给观众留出猜想的余地, 使他们运用自己的想像力。
His paintings often the audience and make them
- 3 看上去, 它像是在水里。
It looks it's the water.
- 4 他就是那个父母遭遇车祸的男孩。
He is the boy
- 5 他向我展示了一幅表现中国传统节日的画。
He presented me a painting the traditional Chinese

KEY WORD BANK

Adjectives with prepositions: bored with, excited about, interested in, worried about, sorry for, scared of, useful for

British and American English: (British first) bathroom/washroom, flat/apartment, garden/yard, ground floor/first floor, lorry/truck, underground/subway, holiday/vacation, to repair/to fix

Phrasal verbs: go through/back, turn on/off, switch on/off, go out/away, write for/about, fight for/against, fall off/out of, give up/away, climb over/into

Architectural features: balcony, gallery, roof, tower, lift, statue

Paintings: realistic, abstract, modern

Shapes: square, circle

Describing paintings: in the background, at the top/bottom of the picture

Describing places: sort of, as if, looks, type of, like, kind of, located

Features: ceiling, floor, walls, air conditioning

Furniture: curtains, chair, sofa, table, desk, bookshelves, bed, plants, lamp

Kind of house/building: cottage, house, apartment building, palace, bank, castle, skyscraper

Materials used in building: glass, marble, metal, stone, concrete

Outside: garden, balcony, swimming pool, barbecue

Rooms: study, bathroom, toilet, games room, living room, hall, dining room, sitting room, kitchen

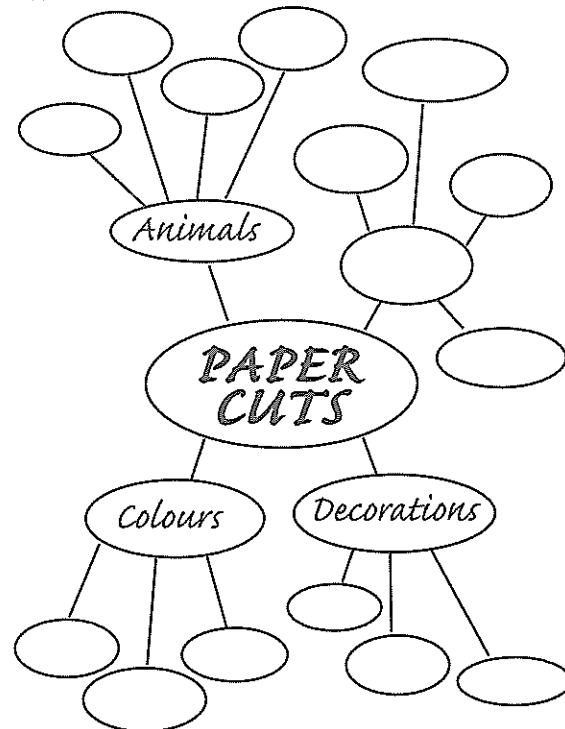
Style/Period in architecture: modern, early twentieth century

WORD POWER

1 Describing paper cuts.

Copy this "word spider" in your notebook. Write the words and phrases in the box under the correct headings. Then add more words and phrases to your own heading.

red, rooster, tomb decoration, wall decoration, (dark) green, carp, temple decoration, bat, magenta, lantern decoration, craft decoration, (light) blue, gift decoration, gate decoration, yellow, black, dragon, window decoration, phoenix, purple



2 Game

Match the famous tourist attractions with the cities.

- | | |
|-----------------------------|-------------|
| The Eiffel Tower | London |
| Big Ben | Shanghai |
| The Statue of Liberty | Moscow |
| Red Square | Paris |
| The Oriental Pearl TV Tower | Los Angeles |
| Beverly Hills | Beijing |
| The Forbidden City | New York |



Word Tip

Try to learn all the forms of a new word and record them in your vocabulary book – even if you don't need them at first, you will want to use them later. Use your dictionary to help you. Start with the verb (write, wrote, written), the nouns (writer, writing) and the adjectives (un/written). Remember to look up phrasal verbs too (write in/about, etc.).

CHECK YOUR PROGRESS

1 Complete these sentences with the correct word from the box.

about, against, away, for (x2), off, on, out, over, up

- 1 I can't stand this programme. Can you turn to the news channel, please?
- 2 If you don't understand the exercise at first, don't give
- 3 In your English lesson tomorrow you will have to talk your hero.
- 4 If you like that jacket you should try it
- 5 Millionaires are often very generous and give a lot of their money to charities to help the poor.
- 6 The fire started because Laura forgot to switch the iron.
- 7 Don't forget to close the windows before you go
- 8 Now that he has left school Jack is looking a job.
- 9 If you decide you want to buy the jacket, you have to pay it over there.
- 10 It is very important to fight problems like racism.

2 Complete the text with prepositions.

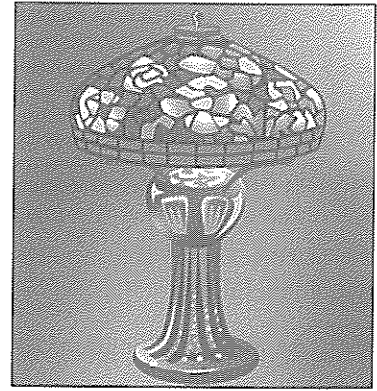
The Design Museum

There is a Design Museum (1) London. It's (2) 28 Shadthames Street, very (3) the River Thames. When you go there you can walk (4) the river and then visit the museum. I was there last week. I liked a lamp called the Tiffany lamp which was made (5) 1910. Would you like that (6) your room, (7) your bookshelves? The top is made (8) glass. (9) that, the metal you can see (10) the picture is very heavy. Then I saw a wooden armchair designed (11) 1918. We could sit (12) it. I sat with the long thin piece of wood (13) me and the blue seat (14) my legs. The next armchair was from the 1960s. It was made of plastic and you blow it up like a balloon. There's a plastic cushion with it. You blow that up and put it (15) your head while you watch TV.

3 Complete the text with *where/who/that, which and whose*.

The exhibition in the wood cabin in John Raymond's garden

British teenager John Raymond has a small wood cabin in his garden (1) he likes to spend his time at the weekend and in the evenings. But John is not the kind of teenager (2) has football posters on the walls. John is interested in painting. The artist he likes best is Michaelangelo, (3) painted ceiling at the Sistine Chapel in Rome is a famous tourist attraction (4) he saw when he went to Rome on holiday. When he came back, John painted his own "Sistine Chapel" on the ceiling of his cabin. Then he bought an antique cupboard (5) he put in the corner of the cabin. "I'm interested in glass, too," said John, "and I wanted a cupboard (6) I could store all the glass I collect." John knows some artists near his home (7) paintings he puts on his walls. "These are people (8) sell their paintings for a lot of money," says John. "So I am lucky. I have a place to keep the paintings (9) I collected for a few weeks until they are sold. It's like having an exhibition (10) I can visit any time I want to."



4 Correct the text with the correct words from the brackets.

Before you start, read the whole text carefully. You will need to read the text more than once before you decide on your answer.

Two artists

Two artists have exhibitions in London. (1)
 (Both/All) of them are called "the new Picasso".
 That is unusual. But what is (2) (more
 unusual/the most unusual) is that the artists are
 teenagers. Beso Kazaishvili, from Georgia, is fourteen
 and Alexandra Nechita, from Romania, is fifteen.
 Beso (3) (is born/was born) in Kutaisi
 in west Georgia. He (4) (began/has
 begun) painting at the age of four and by the time
 he was ten his art teacher (5)
 (said/was saying) "(6) (He's going to
 paint/He is painting) like Picasso one day." One of
 his paintings is called *The Eyes*. In his young life
 Beso has seen (7) (a lot of/much) war
 in Georgia. He says "(8) (I paint/I am
 painting) eyes because they see everything. When
 there are wars the big eye (9)
 (becomes/is becoming) bad."
 Alexandra Nechita's exhibition in London is a big
 success. One painting, a portrait of the artist's
 grandfather (10) (is sold/was sold) for
 £35,000. The painting was (11) (bigger
 than/the biggest) the artist. "I'm not interested in
 the money," says Alexandra. "I paint because
 (12) (I love/I am loving) it." And both
 of these artists are just like other teenagers. When
 Alexandra (13) (has painted/paints) she
 (14) (has worn/wears) a T-shirt with
 her favourite rock star on it. Beso has
 (15) (many/a lot of) computer games
 that he likes playing and he eats pizza all the time.

5 Complete the text below using only one word in each gap. The first letter of the word has been given.

The Great Wall of China

The Great Wall of China is 6,000 kilometres long. It runs along China's northern border and has an unusual shape. It looks as if its a 1 did not have any specific plans. It looks like a snake or a long road. Nobody knows why its shape is like this but some people say that it was built to i 2 the movements of a dragon.

The part of the Wall visited by most tourists is at Badaling pass near Beijing. Here, the building m 3 is grey granite blocks, six metres high. On both sides of its roof, there are low walls which p 4 you from falling off the Wall. In the middle, there is a road which is wide enough for five horses running side by side. Other parts of the Great Wall are built of v 5 materials, often of poor quality, for example, wood or sand, depending on whether the wall crossed deserts, plains or the country.

The people who built the Great Wall were often those who could not pay their taxes, prisoners of war and c 6. There were about one million slaves working on the Wall. They lived in poor conditions, in places called work camps. They worked without clothes during the summer and they wore only animal skins in the winter. They often died of d 7 and hunger. Those who died were often buried in its foundations, making the Wall the "world's longest cemetery".

There are still many of the o 8 25,000 towers left. They are about twelve metres high and the d 9 between two neighbouring towers is over 200 metres. The army usually lived in these towers. In the period of the Wall's glory almost one million men stayed there.

Today the Great Wall is one of China's most popular tourist a 10. Where else in the world can you see something built by man over twenty-two centuries ago?

WRITING HELP

1 AN INTERNET PAGE (page 16)

Layout

1 Introduction

Give information about location, character, population and history.

Vancouver is an attractive city located on the Pacific Coast of Canada in the province of British Columbia. It is a multicultural city of over half a million people. It was founded in 1862 and its original name was "Gas Town".

2 Sightseeing

Recommend places to visit and the local landscape.

There are many places worth visiting like Stanley Park and the Vancouver Aquarium. An interesting place to visit is the Gallery of Tribal Art.

3 Leisure

Give information about sports, tourism and going out.

There are many things to do in Vancouver and it is a great place for sailing. You can also watch some ice hockey, the city's main sport. As well as that, there are many places to visit outside the city like Victoria Island and the Rocky Mountains.

Linking (Addition)

Linking two sentences: *It is a very beautiful city. It is also multicultural and has ...*

Linking information in one sentence: *It is a very beautiful city as well as being multicultural and having ... /The city is very beautiful and it is multicultural, too.*

Useful Vocabulary

Nouns: *population, business, industry, capital (city), climate, suburbs, landscape, road and air links*

Adjectives: *modern, multicultural, dynamic, historic, warm, temperate*

Recommendations: *an interesting place to visit is ... /it's worth visiting ... /I'd recommend visiting ...*

Checking

Grammar mistakes: Have you checked your description for grammatical mistakes?

Spelling: Use the dictionary and this Writing Help to check for spelling mistakes.

2 A CONCERT REVIEW (page 30)

Layout

1 Start of concert

Give information about the venue, the group and how the concert started.

Last night, 1,500 young people went to the Bournemouth Centre to see Elastica, a pop rock group with a growing number of fans. All the tickets were sold and there was not an empty seat anywhere. Elastica started at ten o'clock. Although it started so late, it was worth it.

2 The performance

Describe the music in the concert and your reactions to it.

Elastica played short, 3-minute songs and there were no long guitar solos. Justine, lead singer and guitarist in the group, proved that she is a true performer. The sound quality in the hall was poor but the audience could still hear her strong voice. Although they are a traditional pop group, it's nice to see the three girl guitarists at the front of the stage.

3 Audience reaction

Describe how the audience reacted.

From the start, the fans were jumping up and down to the rhythm and they did not stop until the very end. The audience loved the final song, "Connection", an excellent song from their first album.

4 End of the concert

Describe the end of the concert.

Everyone left the hall feeling excited. Although it was very cold in Bournemouth, a small crowd of fans was waiting outside. The group happily signed autographs before they got on their tour bus and left for Bristol. "We'll be back," said Justine.

Linking (Contrast)

The sound quality in the hall was ... but ... /Although it started late, it was worth it.

Useful Vocabulary

Adjectives: *exciting/boring, brilliant/disappointing, spectacular/poor, clear/incomprehensible, clear/distorted, solid/weak*

Nouns: *audience/crowd/fans, lighting/special effects/stage design, lyrics/songs*

Music: *singing, guitar, keyboard, drums, saxophone*

Checking

Organisation: Did you use a paragraph plan? Are paragraphs clearly marked? Does each paragraph have a clear topic?

3 DESCRIBING YOUR DREAM HOUSE

(page 44)

Layout

1 Introduction

Describe the kind of house and its location.

My house is quite a large detached house situated in the middle of a wood and it has a large garden. The house is very modern and is specially designed to save energy and to be ecological.

2 Rooms

Describe what the rooms are like, where they are and what is in them (furniture etc.).

On the ground floor there is a big hall in the middle of the house. Around the hall there is the kitchen, the sitting room and the dining room. The most important room in the house is the sitting room where there are lots of bookshelves and some very large, comfortable sofas.

3 Special features

Describe any special features that your house has got.

On the roof there are solar panels which produce electricity. The house also has got insulation so that it is cool in the summer and warm in the winter. In the garden there is a pond so that the local birds and animals will come near the house.

4 Conclusion

Say why you would like to live there.

I would like to live in my forest house because it would be very peaceful. I would live there with my family and have lots of rooms, so that my friends could come to stay with me. It would also be a very natural and ecological house that would fit in with the local environment.

Linking (Reason)

The house also has got insulation so that it is cool in the summer and warm in the winter.

Useful Vocabulary

Kind of house: cottage, flat, detached house, semi-detached house, mansion, wood cabin

Rooms: study, bathroom, toilet, games room, living room, kitchen, hall, attic, cellar, library, dining room, music room, sitting room, sauna, gymnasium.

Features: French windows, fireplace, central heating, air-conditioning

Furniture: curtains, chair, washbasin, table, sofa, desk, bookshelves, bed, plants, lamp

Outside: terrace, balcony, swimming pool, barbecue, lawn

Checking

Mistakes: Have you checked your description for simple mistakes?

Punctuation: Have you checked your punctuation?

Check for these things: capital letters, full-stops, use of apostrophes, use of commas.

GRAMMAR SUMMARY

1 PREDICTIONS *will* and *be going to* (page 9)

will 和 *be going to* 表示推测、揣想

We use *will* + infinitive without *to* when our prediction is based on intuition, knowledge, experience.

will + 动词原形表示依据直觉、知识、经验等做出的揣测。

例如:

*I think we **will be able** to have holidays on the moon in twenty years' time.*

We use *may/might* + infinitive without *to* when we are not sure if something will happen or not.

may/might + 动词原形表示某事或许会发生(不太确定)。

例如:

*I **may go out** tonight, if I'm not too tired.*

We use *be going to* + infinitive when our prediction is based on evidence or facts that we can observe now.

be going to + 动词原形表示依据观察到的迹象、证据做出的推测。例如:

*Look at those clouds. It's **going to rain**.*

2 FIRST CONDITIONAL (page 13)

真实条件句(2)

We use the First Conditional:

真实条件句(2)表示:

1 to talk about possible future events which depend on other future events:

依据其它将来事件,将来有可能发生的事件。例如:

*If the rain **stops**, the match **will begin**.*

*If you **go** to the Science Museum, you **will see** a lot of interesting exhibitions.*

*If people **don't stop** polluting the air, animals and plants **will soon die**.*

• The pattern is 句型是:

<u>If clause</u>	<u>main clause</u>
<i>If</i> + Present Simple,	<i>will/won't</i> + infinitive without <i>to</i>

• Other patterns are possible, especially using modal verbs:

也可能用其他句型,特别是使用情态动词时:

*If you **have** time, we **can go** for a walk this evening.*

2 to give someone advice or an order, and to make a suggestion or a request:

建议或命令某人做某事,提出建议或请求:

*If you **feel** sleepy, **go** to bed.*

*If she **comes**, **phone** me.*

*If you **want** an interesting day out, **visit** the Science Museum.*

• The pattern then is 句型是:

<u>If clause</u>	<u>main clause</u>
<i>If</i> + Present Simple,	Imperative (祈使句)

3 SECOND CONDITIONAL (page 13)

虚拟条件句(1)

We use the Second Conditional:

虚拟条件句(1)表示:

1 to talk about imagined, impossible or unlikely events in the future:

想象的、将来不可能发生的事:

*If I **became** an MP, I'd **fight** for animal rights. (the event is unlikely, and the sentence is about the future) (此事不可能发生,句子是关于将来的)*

*If the sun **stopped** shining, plants **would disappear**.*

2 to talk about impossible present situations:

现在不可能存在的状态。

*If I **lived** closer to school, I **wouldn't have** to get up so early. (the situation is impossible to fulfil now, and the sentence refers to the present) (此状态现在不可能实现,句子指的是现在)*

*If I **had** more time, I **wouldn't eat** fast food.*

*If I **had** more time, I **wouldn't eat** fast food.*

• The pattern is 句型是:

<u>If clause</u>	<u>main clause</u>
<i>If</i> + Past Simple,	<i>would/could/might</i> + infinitive without <i>to</i>

4 SUDDEN DECISION; TIME CLAUSES REFERRING TO THE FUTURE; ADVERBIAL CLAUSES (I) CONCESSION (pages 22-23)

突然决定;表示将来的时间状语从句;状语从句(1):让步状语从句

When we take a sudden decision, at the moment of speaking, we use *will ('ll)* + infinitive without *to*.

说话瞬间突然做出决定,用*will* + 动词原形表示。例如:

Don't wash up. I'll do it.

I think I'll go for a walk. I have a headache.

Time clauses referring to the future 表示将来的时间状语从句

We use the Present Simple (not *will*) after *when*, *as soon as*, *after*, *before*.

在 *when*, *as soon as*, *after*, *before* 引导的时间状语从句中用一般现在时(而不用*will*)表示将来。例如:

I'll go and pick them up as soon as the class ends.

When you finish tidying up your room, we'll have a cup of tea.

Adverbial clause of concession 让步状语从句:

Although and **though** can introduce an adverbial clause of concession.

although和**though**可以引导让步状语从句。例如:

Although/Though she doesn't enjoy her job, she works hard.

Although/Though it is small, the room is very comfortable.

5 ADVERBIAL CLAUSES (II): CAUSE, RESULT AND PURPOSE (page 27)

状语从句(II): 原因、结果、目的状语从句

We can use the adverbial clauses **as**, **since** and **because** when we give causes of situations:

as, **since**, **because** 等连词可以引导原因状语从句。

例如:

As I haven't studied, I won't pass this exam.

(situation: won't pass; cause: didn't study)

(状态: 没通过; 原因: 没有学习)

Since you don't know any French, you won't understand this film.

(situation: won't understand; cause: don't know French)

(状态: 看不懂这部电影; 原因: 不会法语)

I went to the library because I was looking for a book about insects.

(situation: went to the library; cause: looking for a book)

(状态: 去了图书馆; 原因: 找书)

We can use the adverbial clause **so that** when we give the purpose of actions.

so that 可以引导目的状语从句。例如:

He is studying hard so that he can become a doctor.

(action: studying hard; purpose: to become a doctor)

(动作: 刻苦学习; 目的: 成为医生)

We can use the adverbial clause **so ... that** or **such (a/an)+noun that** when we give the result of a situation.

so...that 或 **such + (an) + 名词 + that** 可以引导结果状语从句。例如:

It is so cold that the lake has frozen over.

(situation: cold; result: frozen lake)

(状态: 天气很冷; 结果: 湖结冰了)

She was in such a hurry that she forgot to turn off the light in the house.

(situation: in a hurry; result: forgot to turn off the light)

(状态: 匆匆忙忙; 结果: 忘了关灯)

We use **so** instead of **such** when it is put before **many/much/few/little**.

在 **many, much, few, little** 前, 用 **so** 而不用 **such**。例如:

Famous film stars earn so much money nowadays that they can choose who to work for.

She has so many clothes that sometimes she really doesn't know which to wear.

There are so few problems left that I believe you can deal with them yourself.

I have so little knowledge of the project that I can't pass on any information to you.

We can use **so lovely a boy** to replace **such a lovely boy**.

用 **so lovely a boy** 可以代替 **such a lovely boy**。例如:

Paul remained silent for such a long time/so long a time that we were beginning to wonder if he had fallen asleep.

6 PREPOSITIONS OF TIME, PLACE AND MOVEMENT (page 37)

表示时间、地点和动作的介词

time 时间

after lunch

at 10 o'clock, **at** midnight

at lunchtime, **at** night, **at** the moment

before Christmas

during the break

in 1999, **in** April, **in** the morning

on Sunday, **on** 1st April

place 地点

above the lake/**below** the clouds

at home, **at** the bank, **at** the seaside

behind the tree

between the bank and the park

in Baker Street, **in** the box, **in** the picture

on the table, **on** the bus, **on** the first floor

under the bridge/**over** the table

movement 动作

across the park

along the river

into the building

to/from Warsaw

7 RELATIVE CLAUSES (I) (page 41)

定语从句(I)

We use relative clauses to identify the person or thing we are talking about.

定语从句可用来修饰、限定正在谈论的人或物。例如:

students **who go to this school**

sports **which are dangerous**

people **(who/that) I know**

something **(that) you can easily change**

Without the relative clause, we wouldn't know who, which, etc.

没有定语从句, 就不知道所谈的何人或何物。

We use these relative pronouns in relative clauses:

在定语从句中, 要用下列关系代词:

- **who** (and sometimes **that**) to talk about people:

who (有时用 **that**) 用来指代人。例如:

*I don't like people **who throw litter**.*

- **that** to talk about animals:

that 用来指代动物。例如:

*There's the cat **that scratched me**.*

- **which** (and **that**) to talk about things, places, etc:

which (that) 用来指代物、地点等。例如:

*The park **that is in the centre of town** has beautiful, big trees.*

Grammar Summary

- *where* to talk about positions and places:

where 用来指代位置和地点。例如:

*The café **where** we met has closed down.*

- *whose* to talk about possession:

whose 用来指代所属关系。例如:

*I met Joseph **whose** mother teaches at our school.*

We can omit the relative pronouns *which*, *that* or *who* in relative clauses when it is the object of the relative clause, but not when it is the subject:

若关系代词 *which*, *that* 或 *who* 在定语从句中作宾语, 而不作主语时, 可以省略。例如:

*We'll have our picnic in the place (**which/that**) most of us like best.* (the subject of the relative clause is *most of us*, *which/that* is the object of *like*.) (定语从句主语是 *most of us*, *which/that* 是动词 *like* 的宾语。)

*The girl (**who**) you met is Peter's sister.* (the subject of the relative clause is *you*, *who* is the object of *met*.) (定语从句主语是 *you*, 关系代词 *who* 是动词 *met* 的宾语。)

8 LANGUAGE PROBLEM-SOLVING (2) a, an, the (page 52)

a/an

We use *a/an* when it doesn't matter which particular person or thing we are talking about; when we mention this person/thing as an example of a group/category; or when we mention something for the first time.

在下列情况下用 *a/an*:

- 1) 所谈论的是哪个人或物并不重要时;
- 2) 所谈论的是一类人或物时;
- 3) 第一次谈论某人或物时。例如:

*The teacher is talking to **a** student from my class.*

*We bought **a** new car.* (one of many cars, it's not important which one precisely) (许多车中的一辆, 究竟是哪一辆并不重要。)

*I saw **a** girl walking down the street.*

We use *a* before a consonant and *an* before a vowel or a vowel sound.

单词首字母为辅音前用 *a*, 而首字母为元音或在以元音发音的名词前用 *an*。例如:

*I went to see **a** film last night.*

*I went to **an** exhibition yesterday.*

*My uncle is **an** honest man.*

the

We use *the* when the other person knows who/what we are talking about and can easily identify this person or thing; with things that are unique.

在下列情况下用 *the*:

- 1) 当所谈论的人或物是读者或听者已知晓的, 且易于辨认的;
- 2) 当所谈论的人或物是世上独一无二的。例如:

The car is dirty. (the speaker knows that there can be no misunderstanding which car is dirty.) (说话人知道人们不会误解哪一辆车很脏)

*What's **the** capital of Turkey?*

Expressions with or without articles

用或不用冠词的短语

In English there are a lot of expressions where the use of the article is difficult to explain, so you have to learn the phrase:

英语有许多短语中冠词的使用很难解释清楚, 所以需要牢记。例如:

- no article: 没有/零冠词: *at home, at school, go to work, go to bed, have breakfast/lunch, in hospital*
- expressions with *the* 和 *the* 连用的短语: *at the station, to the cinema, play the piano, in the evening/morning*
- expressions with *a* 和 *a* 连用的短语: *have a bath/shower, have a rest, make a cake, have a drink*

We don't use *the* in front of names of countries (exceptions: *the United States, the Netherlands, the Czech Republic*) and towns, but we do use *the* in front of names of rivers, seas and mountain ranges (*the Danube, the Thames, the Atlantic, the Alps, the Andes*).

在国家 and 城镇名称前不用 *the* (*the United States, the Netherlands, the Czech Republic* 除外), 但在河流, 海洋和山脉名称前则要用 *the*。

MINI-GRAMMAR

1 WILL AND BE GOING TO

will + infinitive without to

will 加动词原形

Uses 用法

We use *will*:

在下列情况下用 *will*:

1 to make predictions based on opinions or beliefs:

表示依据观点或信念揣测未来。例如:

He'll make a good doctor. (this is my personal opinion 这是我个人的意见)

I think Poland will become a rich country one day.

Who do you think will win the match?

2 to take a sudden decision at the moment of speaking (this can be making an offer or describing an intention):

表示说话瞬间做出的突然决定(可能是提议或意图)。例如:

All right, I'll help you with the housework.

I think I won't go to the party after all.

I think I'll go for a walk - I have a slight headache.

3 to express intentions, promises and offers:

表示意愿、承诺和提议。例如:

I'll always be your friend.

She will bring back your bicycle tomorrow.

I promise I won't be late.

4 to make a request or invitation:

表示请求、邀请。例如:

Will you wait for me?

Will you come to my party on Saturday?

be going to + infinitive without to

be going to 加动词原形

Uses 用法

We use *be going to* 下列情况用 *be going to*:

1 to make a prediction about a future event because of something we can notice now:

依据现在看到的迹象对未来事件做出推断。例如:

He's going to fail the test. (we notice that he doesn't study much 我们注意到他学习不刻苦)

Look at those clouds; it's going to rain.

2 to express an intention to do something:

表示要做某事的主观意图。例如:

I'm going to change my lifestyle completely.

I'm going to study medicine.

My parents are going to move to the country.

2 CONDITIONALS 条件句

Zero Conditional 真实条件句(1)

We use the Zero Conditional: to describe rules, and situations where one event always follows the other:

下列情况用真实条件句(1):

描述一件事总是紧跟另一件事发生的规律和情景。

例如:

If you freeze water, it turns to ice.

If you are kind to others, they are kind to you.

If you eat a lot of chocolate, you put on weight.

In these sentences *if* = *when*.

在这种条件句中, *if* 和 *when* 同义。

• The pattern is 句型是:

If clause main clause

If + Present Simple, Present Simple

First Conditional 真实条件句(2)

We use the First Conditional:

下列情况用真实条件句(2):

1 to talk about possible future events which depend on other future events:

谈论依据其它将来事件将来可能发生的事。例如:

If the rain stops, the match will begin.

If you go to the Science Museum, you will see a lot of interesting exhibitions.

If people don't stop polluting the air, animals and plants will soon die.

• The pattern is 句型是:

If clause main clause

If + Present Simple, *will/won't* + infinitive without *to*

• Other patterns are possible, especially using modal verbs:

也可能用其他句型,特别是和情态动词连用时。

例如:

If you have time, we can go for a walk this evening.

2 to give someone advice or an order, and to make a suggestion or a request:

给某人提建议或命令某人做某事,及提出建议或请求。例如:

If you feel sleepy, go to bed.

If she comes, phone me.

If you want an interesting day out, visit the Science Museum.

• The pattern then is 句型是:

If clause

If + Present Simple,

main clause

Imperative (祈使句)

unless

In First and Zero Conditionals, we sometimes use the conjunction *unless* + Present Simple to talk about the present and the future:

在真实条件句(1)和(2)中,有时也可用 *unless* + 一般现在时来谈论现在和未来要发生的事。例如:

He doesn't wear a tie unless he has to. = He doesn't wear a tie if he doesn't have to.

I'll fail the exam unless they postpone it. = I will fail the exam if they don't postpone it.

Unless + positive verb = *IF* + negative verb.

unless + 动词肯定式 等于 *if* + 动词否定式。

Second Conditional 虚拟条件句(1)

We use the Second Conditional:

下列情况下用虚拟条件句(1):

1 to talk about imagined, impossible or unlikely events in the future:

谈论想象的、将来不可能发生的事情。例如:

If I became an MP, I'd fight for animal rights. (the event is unlikely, and the sentence is about the future 事情不可能发生,句子是关于将来的)

If the sun stopped shining, plants would disappear.

2 to talk about impossible present situations:

谈论现在不可能存在的状态。例如:

If I lived closer to school, I wouldn't have to get up so early. (the situation is impossible to fulfil now, and the sentence refers to the present)

(住在离学校近的地方眼下不可能,且句子指的是现在。)

If I had more time, I wouldn't eat fast food.

• The pattern is 句型是:

If clause

If + Past Simple,

main clause

would/could/might + infinitive
without to

3 ADVERBIAL CLAUSES 状语从句

Time clause 时间状语从句

Conjunctions *when, while, as, as soon as, before, after, until, since, by the time, the moment, next time, ...* are used to introduce adverbial clauses of time. 以上连词可以引导时间状语从句。例如:

I knew nothing about what had happened until you told me.

I waited until it stopped raining.

I became very nervous before I made the speech at the meeting.

It is two years since I came to join this company.

By the time he got to the cinema, the movie had already been on for 15 minutes.

Remember to bring the book with you next time you come.

You can't easily go to sleep after you drink strong coffee.

He will turn on the engine as soon as the signal is given.

The phone rang just as he stepped out of the shower.

As you grow older, you become wiser.

While she was asleep, thieves broke in and stole her handbag.

He was surfing the Internet while his friends were playing video games.

It is hard to do something creative when you are too exhausted.

Note: We usually use "as" for two short actions that happen at the same time. As for two longer actions that happen at the same time, we use "while".

注: *as* 常用来连接两个同时发生且短暂的动作。若连接同时发生且时间长的两个动作, 则用 *while*。

4 PREPOSITIONS 介词

Talking about time 谈论时间

Use at

with clock times 表示钟点: *at one o'clock, at 6:30*

with points of time in the day 表示一天中的时间点:

at midnight, at noon, at dawn, at sunset

with holiday periods, meaning the few days around

the holiday 表示节假日, 即节假日这几天: *at Easter, at Christmas*

with **weekend**, in British English 英式英语表示周末:

See you at the weekend! At weekends we go out.

Use in

with parts of the day 表示一天的某个时间段: *in the morning, in the evening*

I never watch TV in the daytime.

with months, seasons, years, centuries 表示月份、季节、年份及世纪:

in May, in summertime, in 2004, in the 21st century

Use on

with dates and specific days 表示日期和特定的日子:
on 29th July, on Tuesday afternoons, on the last day of term

with **weekend**, in American English 美式英语表示周末:
We sometimes go there on weekends.

Talking about position and place 谈论地点

Use at

with particular positions or places 表示特定的地点:
at the end of the corridor, at the back of the room, at the corner of the street

to mean "next to" or "beside" 表示“在附近、在旁边”:
She sat at her desk. He stopped me at the door.

with words for buildings, for example **airport, university, restaurant, art gallery** 用在表示建筑物的名词前, 如机场、大学、饭店、美术馆等: *at the airport, at the Lyceum theatre*

with city or place names, when you are talking about stopping during a journey 表示谈论旅途中逗留的城市或某地名称: *Does this train stop at Watford?* BUT otherwise use **in** – see below 否则, 用 in – 看下面。

Use **in**

with a position or place, when something or someone is inside a larger thing such as a room

用在人或物在其内的较大物体中, 如房间前: *in the bath, in the kitchen, in the garden, in the doorway*

with cities, counties, states, and countries 用在城市、县、州及国家前: *When will you arrive in Tokyo? He lives in Germany. She's working in California.*

with the names of squares, plazas etc 用在广场、商业街区等前: *in Times Square*

Use **on**

with a position or place, when one thing is attached to or touching another 用在地点前, 表示一物附在或触在另一物上: *a spot on the end of her nose, a jacket on the back of a chair*

with street names 用在街道名称前: *on the High Street, on 42nd Street, on Broadway*

by is used especially in passives, to say who or what does or causes something **by** 专用于被动语态中, 表示导致动作发生的执行者(人或物): *She was hit by a truck. a book written by Peter Carey*

Use **with** or **in** after verbs which describe a state rather than an action **with** 或 **in** 用在状态动词而不是动作动词后: *The room was lit with candles. Her house is always filled with music. The books were covered in dust.*

Use **with** to say what tool you use to do something **with** 表示做某事的工具: *I got the stain out with this brush (NOT by this brush).*

5 RELATIVE CLAUSES 定语从句

Relative clauses give information about people and things we have mentioned:

定语从句为所提到的人和物提供信息。例如:

students who want to go to this school

sports which are dangerous

people (who/that) I know

something (that) you can easily change

Relative clauses that identify exactly the person or

thing we are talking about are called defining relative clauses:

用来修饰、限定所谈论的人或物的定语从句叫做限制性定语从句。例如:

I've found the book (that) you sent me from France last year.

The boy who has just entered the room is the best student in my class.

If we didn't have the relative clause (the darker part of the sentence), we wouldn't know which book or which boy the speaker is talking about.

若没有限制性定语从句(黑体部分), 就无从知道说话人所指的是哪本书或哪个男孩。

- In these relative clauses we don't use a comma in front of the relative pronoun.
在限制性定语从句中, 关系代词前不用逗号。

Relative pronouns 关系代词

We use the following relative pronouns in relative clauses 下列关系代词可以引导定语从句:

1 who (and sometimes **that**) to talk about people:
who (有时 **that**) 指代人:

I don't like people who throw litter.

Do you know the doctor who/that operated on my husband?

2 that to talk about animals **that** 指代动物:

There's the cat that scratched me.

3 which/that to talk about things, places, etc:
which/that 指代物、地点等:

They live in a house which/that was built a year ago.

I usually walk my dog in the park that is in the very centre of the town.

4 whose to talk about possession **whose** 指代所有关系:

I've seen the man whose dog bit you.

- We often omit the relative pronoun *which, who* or *that* when it is the object of a defining relative clause.

关系代词 **which, who** 或 **that** 在限制性定语从句中做宾语时, 可以省略。例如:

Amsterdam is the place we like most. (= we like Amsterdam 我们喜欢阿姆斯特丹)

The girl you met in front of the cinema is Peter's girlfriend. (= you met the girl 你遇到过那女孩)

Notes to the Texts

Unit 4 Cyberspace

Warm-up

Lesson 1

1. **hacker** 电脑黑客。“黑客”源于英语，本世纪早期是校园俚语，意为“恶作剧”，尤指高明的恶作剧，也可理解为“干了一件漂亮的工作”。今天，在最新和最普遍的意义上，“黑客”意味着那些偷偷进入别人计算机的计算机罪犯。
2. **cyber-** (前缀) 计算机的。cyberspace 网络空间；cybercriminal 电脑罪犯；cyberterrorist 电脑恐怖分子，多指因政治原因破坏计算机系统的人；cyberculture 电脑文化。
3. **Peter Taylor finds out how computers and the Internet are going to affect our lives.** 彼得·泰勒发现计算机和互联网将如何影响我们的生活。
find out (经过调查) 找出，查明
affect *vt.* 影响。如：
Smoking affects health. 吸烟影响健康。
4. **In 1983, there were only 200 computers connected to the Internet.** 1983年，只有200台计算机连接到因特网上。
connected to 是过去分词作后置定语来修饰先行词 computers，相当于一个定语从句：which were connected to the Internet。
5. **Some experts are pessimistic about the future.** 一些科学家对(计算机主宰的)未来表现出悲观的态度。
be pessimistic / optimistic about 对……悲观 / 乐观。如：
I'm rather pessimistic about the present situation.
我对目前的局势感到颇为悲观。
6. **Cyberia** 等于 cyberspace，不可数名词。
7. **It is clear that we are going to see a huge growth in shopping on the Internet.** 很显然，我们将会看到网上购物的巨大增长。
it 作形式主语，真实主语是 that 引出的主语从句。如：
It is clear that in the next few years the Earth's climate will change. 显然，未来几年里地球的气候将会出现变化。
8. **... the use of computers with sounds and pictures that make you feel as if you are in a real situation.** (虚拟现实) 是计算机通过声音和图像模拟现实，以使人感到仿佛置身于一个真实的空间。
as if 连词，仿佛，好像。如：
It sounds as if she's been really ill. 听上去好像她真的病了。

Lesson 2

1. **website** WWW 万维网的网站。
2. **Ancient civilisations** 网站名。该网站可以连接到世界闻名的历史古迹，通过互联网可以足不出户可欣赏到世界各地的名胜，这也是所谓的虚拟现实的一

个表现。

3. **Acropolis** 古希腊雅典的卫城。
4. **Angkor Wat** 吴哥窟，柬埔寨西北的重要考古遗址，曾是9世纪至15世纪高棉帝国的首都。废墟包括两座重要的印度教庙宇建筑，吴哥窟(12世纪)和吴哥寺(13世纪)。该地曾在战乱中被严重破坏。
5. **Brighton** 布赖顿，英格兰东南部一城市，位于伦敦以南英吉利海峡处。
6. **Colosseum** 罗马圆形大斗兽场，建于公元80年，耗时5年，至今大部分尚存。
7. **Town Hall** 市政厅，是一座有市政府办公室和会议大厅的大楼。
8. **Manchester City** 曼彻斯特市，英格兰西北部的一座具有自治特权的城市，位于利物浦东北偏东方向。
9. **boutique** 专卖流行衣服的小商店。
10. **CBA** = Columbia Broadcasting Association (美国) 哥伦比亚广播公司
11. **Pablo Picasso** 帕布罗·毕加索(1881~1973)，西班牙画家。他是20世纪最多产和最有影响的画家之一。毕加索擅长绘画、雕刻、蚀刻、舞台设计和制陶艺术。他与乔治·布拉克开创了立体主义画派(1906~1925)，并引入了拼贴艺术。毕加索的杰作有《阿维尼翁的小姐》(1907)和《格尔尼卡》(1937)。

Lesson 3

1. **What are you up to this weekend?** 这个周末你打算做什么？
What's ... up to? 这个句子常用在口语中问对方在做什么。如：
A: You look worried, what have you been up to?
您看上去很担心的样子，怎么了？
B: My brother locked himself in his room for a whole morning. What is he up to? 我弟弟整个上午把自己关在房间里，他要干什么？
2. **Do you have anything planned for Saturday and Sunday?** 你周六周日有什么安排吗？
planned 是过去分词，用作形容词作后置定语，修饰 anything，相当于定语从句：Do you have anything that you have planned for Saturday and Sunday?
3. **Tom, can you suggest any good books for my project?** 汤姆，你能提供一些和我做的项目有关的好参考书吗？
suggest *vt.* 建议，后接宾语从句或动名词短语。如：
I suggest that you check the information before you sign your name. 我建议在签字之前检查一下所列信息。
Catherine suggests asking her dad for his opinion. 凯瑟琳建议问问爸爸的意见。
4. **Wouldn't that be great?** 那不是很好吗？
此句为省略句，完整的句子应为 Wouldn't that

be great if we were able to use modern technology to go anywhere we liked? 该句用了虚拟语气。

5. **I feel excited just thinking about it.** 一想到这儿我就感到兴奋。

excited 兴奋的, 形容词化的过去分词, 在句中作表语。

be excited about / to do 对……感到兴奋。如:

She feels excited about the birthday party. 一提起生日聚会她就感到兴奋。

Mike sounded excited to hear from him. 收到他的信, 迈克听上去很兴奋。

6. **That could be really exciting.** 那可能是很激动人心的事。

exciting 令人兴奋的, 令人激动的。如:

an exciting film 一场激动人心的电影

7. **But I still find it hard to imagine.** 但我还是觉得令人难以想像。

find it hard to imagine: it 为形式宾语, hard 为宾语补足语, to imagine 为宾语。又如:

Children find it hard to concentrate. 孩子们觉得很难集中注意力。

Lesson 4

1. **Auckland** 奥克兰, 新西兰最大的城市, 位于北岛西北部, 是主要海港及工业中心。市区人口 860,000。该地区的著名景区有: Mt Eden 伊甸山脉, Auckland Harbour Bridge 奥克兰港口桥, Parnell Village 帕内尔村。

2. **It has a population of just under a million people and is located on North Island.** 这座城市人口不到一百万, 位于北岛。

be located 位于。如:

The Bank of China is located in the centre of the city. 中国银行位于城市的中心。

3. **... since then Auckland has been a centre for protest against nuclear testing in Asia Pacific.** 自那以后, 奥克兰成为亚洲太平洋地区反对核试验的中心。

protest against 反对, 抗议

protest against Vietnam War 反对越南战争

4. **Auckland is called the "city of sails" because it has more boats than anywhere else in the world.** 因为这里的帆船比世界上任何地方都多, 奥克兰被称为“风帆之都”。

Culture Corner

1. **British Commonwealth** 英联邦, 由英国和属国以及共同忠于英国国王现为独立王国的许多前英国殖民地组成, 1931 年正式建立。

2. **Elizabeth II** 伊丽莎白二世, 现英国女王。

3. **New Zealand** 新西兰, 澳大利亚东南的一个岛国, 位于太平洋南部。1642 年由艾贝尔·泰斯曼发现, 在 1769 和 1777 年间, 詹姆斯·库克船长四次参观和考察该岛。1840 年英国确定它为王权殖民地。1841 年新西兰脱离澳大利亚的统治, 1907 年取得主权地位, 1931 年完全独立。首都惠灵顿, 最大的城市是奥克兰。奥克兰的地形非常适合帆船运动, 城

中居民多拥有私人船只, 所以又有“风帆之都”的美誉。

4. **Coromandel** 柯罗曼德尔, 新西兰北部著名风景区。这里有美丽的海滩和绵延数里的草地。

5. **Rotorua** 罗托鲁亚, 位于新西兰北岛中部, 以其地热奇观驰名世界, 常年游客如云。在罗托鲁亚可以饱览地热喷泉、沸腾泥浆池以及彩色温泉梯田。

6. **Southern Alps** 南阿尔卑斯山, 在新西兰南岛的西岸冰川演变成无数 U 型深谷, 为新西兰地形一大特色。这些冰川由南阿尔卑斯山山峰的积雪向下飘移形成。

Unit 5 Rhythm

Lesson 1

1. **Grammy Award** 格莱美奖, 美国镀金唱片奖。一年一度奖励录音工业中有特别成就的人, 如奖给灌制唱片方面的成绩卓著者。

2. **..., although it was an extremely cold night.** …… , 尽管这是个令人难以置信的寒夜。

although 和 though 通常可以互换使用。如:

Although (or Though) she smiled, she was very upset. 尽管她微笑着, 却很沮丧。

although 常放在从句的开头, 而 though 可以出现在其他位置。如:

wiser though poorer 尽管穷一些却更有头脑

Fond though (不用 although) I am of opera, I'd rather not sit till it ends. 尽管我很喜欢歌剧, 我也不愿一直坐等到散场。

3. **The first part of the song was filled with anger, while the last part expressed love and joy.** (歌曲) 的前半部分充满了愤怒, 而后半部分却满怀爱意和快乐。

4. **Everyone agreed that they were greatly impressed by Morissette's brilliant music and singing.** 每个人都认为莫里塞特杰出的音乐和演唱给他们留下了深刻的印象。

be impressed by 印入脑海, 留下印象, 产生……的生动印象。如:

We were very much impressed by her presentation. 她的报告给我们留下了深刻的印象。

Lesson 3

1. **... combining classical music with Chinese folk music.**

combine ...with... 把……与……结合。如:

Diets are most effective when combined with exercise. 节食与运动相结合才会更有效。

2. **He was made to practise the piano so much that, at times, he thought about giving up.** (妈妈) 让他天天不停地练习弹奏钢琴, 有时他真想放弃。

so...that 如此……以至于……, 引出结果状语从句。

3. **Moscow's Tchaikovsky International Competition** 莫斯科柴可夫斯基国际钢琴比赛

Lesson 4

- They are dressed in beautiful costumes, skipping**

back and forth to the rhythm of loud drums. 他们身着漂亮的服装, 和着鼓点儿, 扭来扭去。

to the rhythm of 和着节奏。介词 to 表示合着节拍。

Culture Corner

1. **Beethoven** 贝多芬 (1770~1827), 德国作曲家, 是他那个时代最伟大的作曲家。1801 年他开始失去听力, 到 1819 年完全失聪。他的音乐创作经历了从古典到浪漫的转变, 其作品包括 9 个交响乐、5 个钢琴协奏曲、一个小提琴协奏曲、32 个钢琴奏鸣曲和几个其它奏鸣曲、两部弥撒曲及一部歌剧。
2. **Mozart** 莫扎特 (1756~1791), 奥地利作曲家, 被认为是历史上最伟大、最有成就的作曲家之一。在他的 600 余篇作品中, 最出色的作品包括他最后的三首交响乐 (1788)、歌剧《唐·乔万尼》(1787) 和《魔笛》(1791), 都是在他短暂生命的最后五年里写成的。
3. **Blues** 蓝调音乐——布鲁斯。一种源于美国南部黑人的通俗歌曲音乐风格, 通常表现为音速低缓, 演奏第三和第七音节的降音调。
4. **It is closely related to the music of West Africa.** 这与西非的音乐关系紧密。
be related to 有关联。如:
Police now believe that the crime could be related to the one which happened last week. 警方认为这与上周发生的案件有关联。
5. **In many ways blues music remains an important element in many of today's popular tunes.** 在很多方面, 布鲁斯音乐在许多今天的流行曲调中仍然是一个重要的因素。
remain vi. 保持不变。如:
These matters remain in doubt. 这些事情仍然值得怀疑。
Only a few trees remain. 只留下了一些树。
6. **Jazz** 爵士乐, 源于美国的一种音乐风格, 以强劲而不失灵活的节奏为特点, 配以在基调下的弦乐即兴独奏和合奏、和声和近来愈加深复杂的配器技巧。
7. **Improvisation happens when a musician plays unwritten music to fit the mood of the occasion.** 即兴表演是指乐手演奏合乎现场气氛的没有谱子的音乐。
8. **Rock 'n' Roll** 摇滚乐, 一种起源于节奏和蓝调音乐、乡村音乐及福音歌曲等多种音乐风格并把它们融为一体的流行音乐形式。它兴起于 20 世纪 50 年代的美国, 特征是使用电声加强的乐器演奏法, 具有强烈的节奏和相对简单的旋律。
9. **Beatles** 甲壳虫乐队或披头士乐队, 英国的一个流行歌曲乐队, 由约翰·列农、林安·斯塔路、保罗·麦卡特尼和乔治·哈里森组成。该乐队于 1962 年首次赢得国际声誉, 于 1970 年解散。
10. **... made it easier for sound to travel across cultures and styles have become more and more mixed.** 这使得声音更容易地穿越文化界限, 而风格变得越来越融合。
make it + adj. it 作形式宾语, 形容词作宾语补足语, 用来修饰其后的真正宾语。如:

Radio and television have made it possible for advertisers to capture the attention of millions of people in this way. 收音机及电视机使得广告人有可能用这种方法吸引千百万人的注意。

Unit 6 Design

Warm-up

1. **Guernica** 《格尔尼卡》(1937), 这是毕加索最珍贵的一幅作品。1937 年 4 月 27 日, 驻摩洛哥和加那利群岛的西班牙殖民军统帅——残暴的弗朗西斯科·弗朗哥将军为了个人利益, 在纳粹德国的怂恿下, 下令轰炸位于西班牙北部少数民族巴斯克人的村镇。无数的炸弹和燃烧弹把整座城镇燃成了火海, 大火烧了三天三夜, 伤亡 1,600 余人。事件轰动了整个欧洲。现代派画家毕加索以该城镇的名字为题, 创作了传世经典大壁画——格尔尼卡, 现收藏于马德里的索菲亚王后现代艺术博物馆。毕加索以其对现代绘画的贡献, 无疑是 20 世纪世界最伟大的画家之一。毕加索最初受印象派影响, 拥有极强的感受和抽象能力, 这使他能从客观中提炼出最简练的线条, 从而创造出抽象派绘画。1909 年他创立了立体派, 对现代绘画进行了一次革命, “翻开了 20 世纪现代绘画的第一页”。毕加索 1915 年以后的创作又以 1925 年为界分成“古典主义”和“新古典主义”两个阶段。
2. **Wassily Kandinsky** 瓦西里·康定斯基是现代抽象绘画的创始人。康定斯基生于莫斯科的知识分子家庭, 1896 年到慕尼黑发展。1910 年一个偶然的机使他发现抽象的手法能表达出具象画无法表达的效果。这是一种纯粹的心理体验和视觉快感, 已完全不能用传统的欣赏方式去理解它。1912 年他撰写了关于抽象绘画的重要论文《论艺术中的精神问题》, 阐述了自己的艺术主张。康定斯基是第一位敢于说出一幅画没有必要非要体现某个主题或非要描绘某个具体事物的画家。
3. **David Hockney** 大卫·霍克尼 (1937~), 英国油画家。他的作品以简约线条为主, 他依照素描画上肖像本身显现的光学特性, 以达到这种视觉上的效果。
4. **Leonardo da Vinci** 利奥纳多·达·芬奇 (1452~1519), 意大利文艺复兴时期画家、雕塑家、建筑师和工程师, 在艺术和科学方面均有创造性的见解和成就。代表作有壁画《最后的晚餐》、祭坛画《岩下圣母》及肖像画《蒙娜·丽莎》等, 著有《绘画论》。

Lesson 1

1. **Its black eyes, which are fixed on the cabbage, show the creature's interest in the vegetable.** 它的黑眼睛正盯着白菜, 显示出对白菜的极大兴趣。
which are fixed on the cabbage, ... 是非限定性定语从句。非限定性定语从句和先行词之间用逗号分开, 而且两者之间的关系松散, 只起补充说明的作用, 即使省略也不影响主句意义的完整。
The clock, which my great-grandfather bought, is still in good order. 这时钟是我曾祖父买的, 现在还走得很准。
2. **Qi Baishi's styles of painting often leaves the**

audience guessing ... 齐白石的绘画作品常给观赏者留出运用想像力解读其内涵的余地。

leave the audience guessing, 此处 guessing 是现在分词, 作 leave 的宾语补足语。leave 表示“使/让(某人/某事物)处于某状态、某地”等, 其后可跟复合宾语结构。又如:

Don't leave her waiting outside in the rain. 别让她在外边雨中等着。

Leave the door open, please. 让门开着吧。

Never leave children playing near water unattended. 千万别让孩子在没人照看的情况下在水边玩。

3. **..., a young woman sits alone and is deep in thought.**

be deep / lost in thought 陷入沉思。如:

Dick was staring out of the window, lost in thought. 迪克眼盯着窗外, 陷入了沉思。

4. **Chen adds a lot of detail to the fan and the cloth of her dress, ...** 陈逸飞在她的扇子上和裙子的布料上加入了很多细节……

add ... to 增添, 增加。如:

Do you want to add your name to the list? 你想把自己的名字添加到名单里吗?

Lesson 2

1. **Palace of the Doges - Venice** 公爵宫, 它是威尼斯权力和光辉的象征, 建于公元 9 世纪。宫中议事大厅的雕饰壁画让人目不暇接, 可谓金碧辉煌。

2. **Eilean Donan Castle - Scotland** 苏格兰艾琳多南古堡。苏格兰西岸有三个狭长湖泊(其中一个与海相通, 称为峡湾更为妥当), 呈花瓣状排列, 交汇于一点。Eilean Donan Castle 便位于这个交汇点上, 三面环水, 一面紧靠一座石桥与大陆相连。坐落在一个小岛上的 Eilean Donan 城堡规模虽然不算很大, 却因周围的湖光山色增色不少。晴天雨天, 皆有别样风情。

3. **Chrysler Building (1930)** 克莱斯勒大楼, 位于美国纽约市 42 街莱星顿大道, 建筑师是威廉范·艾伦 (William Van Alen)。

Lesson 3

1. **Paper cuts used for religious purposes are often found in temples.** 用于宗教目的的剪纸常常出现在寺庙里。

used for 是过去分词短语作定语, 相当于一个定语从句, 即 Paper cuts which are used for.

be used for 做……用。如:

This machine is used for binding books. 这个机器是用来装订书的。

2. **They are also used as offerings to the dead.** 剪纸也被用来祭祀死人。

be used as 把……用作。如:

My parents use the house as a holiday hotel. 我父母把这幢房子用作度假旅馆。

Lesson 4

1. **Mango Street** 选自于美国作家桑德拉·西丝尼罗丝

的小说《芒果街上的小屋》。这本小说从一个孩子的叙事视角, 真实地再现了在芝加哥贫民窟里长大的孩子所经历的艰辛。

2. **... they were holding their breath.** ……它们屏住呼吸。

hold one's breath 屏住呼吸。如:

I held my breath and swam under the boat. 我屏住呼吸, 在船下游。

3. **Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side.** 出门往后院走有一间小车库, 但现在我们还没有车。还有一个小院子, 夹在两边的高楼中显得更小。

这句话的主句是 out back is a garage and a yard, we don't own yet 是定语从句修饰 garage- that 从句也是定语从句, 修饰先行词 yard。

Out back is a garage... and a yard... 是由于句子结构的需要而形成的倒装句。又如:

Here is an example of a TV advertisement that tells the public about a new breakfast cereal. 下面是一则电视广告, 向公众介绍一种新的早餐麦片粥。

Here comes John. 约翰来了。

Culture Corner

1. **UNESCO** 联合国教科文组织, 即 United Nations Educational, Scientific and Cultural Organisation.

2. **Confucius** 孔子(公元前 551~479), 春秋末期思想家、政治家、教育家及儒家的创始人。

Confucianism 孔子学说, 儒教, 儒家(学说)

Confucian n. 儒家学者 a. 孔子的, 儒家的

Vocabulary in Each Unit

(注: 带 * 号词为非课程标准词)

Learning to learn

likely /'laɪkli/ <i>adj.</i> 有可能的 <i>adv.</i> (与 most, very 连用) 可能	(4)
concept /'kɒnsɛpt/ <i>n.</i> 概念	(4)
chart /tʃɑ:t/ <i>n.</i> 表格, 图表	(4)
focus /'fəʊkəs/ <i>vi.</i> 集中注意	(4)
skip /skɪp/ <i>vt.</i> 跳过	(4)
fist /fɪst/ <i>n.</i> 拳头	(5)
waist /weɪst/ <i>n.</i> 腰	(5)
nail /neɪl/ <i>n.</i> 指甲; 趾甲	(5)
gallery /'gæləri/ <i>n.</i> 画廊	(5)

Unit 4

Warm-up

*cyberspace /,saɪbə'speɪs/ <i>n.</i> 网络空间	(7)
come true (愿望、梦想等) 实现	(7)
artificial /,ɑ:tɪ'fɪʃəl/ <i>adj.</i> 人造的	(7)
climate /'klaɪmɪt/ <i>n.</i> 气候	(7)
*global /'gləʊbəl/ <i>adj.</i> 全球的, 全世界的 global warming 全球变暖	(7)
flood /flʌd/ <i>n.</i> 洪水, 水灾 <i>vt. & vi.</i> 淹没	(7)
*virtual /'vɜ:tʃuəl/ <i>adj.</i> 虚拟的	(7)
reality /rɪ'æləti/ <i>n.</i> 真实, 现实	(7)
virus /'vaɪərəs/ <i>n.</i> 病毒	(7)

Lesson 1

affect /ə'fekt/ <i>vt.</i> 影响	(8)
rapidly /'ræpɪdli/ <i>adv.</i> 快, 迅速地	(8)
growth /grəʊθ/ <i>n.</i> 增长; 生长	(8)
*pessimistic /,pesɪ'mɪstɪk/ <i>adj.</i> 悲观的, 厌世的	(8)
crime /kraɪm/ <i>n.</i> 犯罪; 罪行	(8)
*hacker /'hækə/ <i>n.</i> 电脑黑客	(8)
terrorist /'terərɪst/ <i>n.</i> 恐怖分子	(8)
attack /ə'tæk/ <i>n. & vt.</i> 攻击, 进攻	(8)
chaos /'keɪɔs/ <i>n.</i> 混乱, 无秩序	(8)
crash /kræʃ/ <i>vt.</i> (汽车、飞机等) 撞毁; 坠毁	(8)
optimistic /,ɒptɪ'mɪstɪk/ <i>adj.</i> 乐观的	(8)
entertainment /,entə'teɪnmənt/ <i>n.</i> 娱乐; 款待	(8)
disappear /,dɪsə'pɪə/ <i>vi.</i> 消失	(8)
as if 好像, 仿佛	(8)
harm /hɑ:m/ <i>vt. & n.</i> 伤害, 损害	(9)
obvious /'ɒbvɪəs/ <i>adj.</i> 明显的, 显而易见的	(9)
*destruction /dɪ'strʌkʃən/ <i>n.</i> 破坏, 毁灭	(9)

Lesson 2

*military /'mɪlɪtəri/ <i>adj.</i> 军事的, 军用的	(10)
scientific /,saɪən'tɪfɪk/ <i>adj.</i> 科学的	(10)
*the Pentagon /'pentəɡən/ (美国) 五角大楼	(10)
nuclear /'nju:klɪə/ <i>adj.</i> 原子能的	(10)
network /'netwɜ:k/ <i>n.</i> 网络	(10)
project /'prɒdʒekt/ <i>n.</i> 课题; 方案; 工程	(10)
get in touch 取得联系	(11)
hang on (电话用语) 别挂断	(11)
be up to 做, 从事于	(11)
*fashion /'fæʃən/ <i>n.</i> 时髦, 时尚	(11)
fancy /'fænsi/ <i>vt.</i> (非正式) 想要做; 幻想	(11)
suggestion /sə'dʒestʃən/ <i>n.</i> 建议, 提议	(11)
reject /rɪ'dʒekt/ <i>vt.</i> 拒绝, 不接受	(11)
arrangement /ə'reɪndʒmənt/ <i>n.</i> 安排	(11)

Lesson 3

title /'taɪtl/ <i>n.</i> 标题, 题目	(12)
destination /,destɪ'neɪʃən/ <i>n.</i> 目的地	(12)
flesh /fleʃ/ <i>n.</i> 肉, 肉体 in the flesh 本人亲身	(12)
exit /'egzɪt/ <i>vt.</i> 出, 离开	(12)
historical /hɪs'tɒrɪkəl/ <i>adj.</i> 历史的, 有关历史的	(12)
*site /saɪt/ <i>n.</i> (事物或事件发生) 场所, 位置	(12)
pack /pæk/ <i>vt.</i> 收拾 (行李), 打包	(12)
dip /dɪp/ <i>vt.</i> 浸	(12)
*toe /təʊ/ <i>n.</i> 脚趾	(12)
millionaire /,mɪljə'neə/ <i>n.</i> 百万富翁	(13)
smoker /'sməʊkə/ <i>n.</i> 吸烟者	(13)
non-smoker <i>n.</i> 非吸烟者	(13)

Lesson 4

tourism /'tʊərɪzəm/ <i>n.</i> 观光, 游览	(14)
guide /gaɪd/ <i>n.</i> 指南; 导游, 向导	(14)
*locate /ləʊ'keɪt/ <i>vt.</i> 坐落于; 位于	(14)
seaside /'si:saɪd/ <i>n.</i> 海滨, 海边	(14)
*Maori /'maʊri/ <i>n.</i> (新西兰) 毛利人	(14)
settle /'setl/ <i>vi.</i> 定居	(14)
settlement /'setlmənt/ <i>n.</i> (新) 定居地	(14)
central /'sentrəl/ <i>adj.</i> 中央的, 中心的	(14)
*suburb /'sʌbɜ:b/ <i>n.</i> 市郊, 郊区	(14)
zone /zəʊn/ <i>n.</i> 地域, 地区	(14)
volcano /vɒl'keɪnəʊ/ <i>n.</i> 火山	(14)
as well as 也, 又	(14)
harbour /'hɑ:bə/ <i>n.</i> 海港	(14)
view /vju:/ <i>n.</i> 景色, 风景	(14)

sunshine /'sʌnʃaɪn/ <i>n.</i> 阳光	(14)	female /'fi:meɪl/ <i>adj.</i> 女性的	(24)
average /'ævərɪdʒ/ <i>adj.</i> 平均的 <i>n.</i> 平均数	(14)	*clown /klaʊn/ <i>n.</i> 小丑	(24)
*surfing /'sɜ:fɪŋ/ <i>n.</i> 冲浪	(14)	carriage /'kærɪdʒ/ <i>n.</i> 马车	(24)
regular /'regjʊlə/ <i>adj.</i> 定期的; 规则的	(14)	treasure /'treʒə/ <i>n.</i> 财宝, 财富	(24)
*location /ləʊ'keɪʃən/ <i>n.</i> 位置, 场所	(15)	combine /kəm'baɪn/ <i>vt.</i> (使) 结合, (使) 联合	(24)
steel /sti:l/ <i>n.</i> 钢, 钢铁	(15)	mask /mɑ:sk/ <i>n.</i> 面具, 面罩	(24)
*material /mə'tɪəriəl/ <i>n.</i> 材料, 原料	(15)	*acrobatics /,ækro'betɪks/ <i>n.</i> 杂技	(24)
be known as 被认为是	(15)	*costume /'kɒstjʊm/ <i>n.</i> 戏装; 服装	(24)
Communication Workshop		represent /,reprɪ'zent/ <i>vt.</i> 代表	(25)
*Chinatown /'tʃaɪnətaʊn/ <i>n.</i> 唐人街	(16)	general /'dʒenərəl/ <i>n.</i> 将军	(25)
officially /ə'fɪʃəli/ <i>adv.</i> 正式地	(16)	in other words 换句话说	(25)
scenery /'si:nəri/ <i>n.</i> 风景, 景色	(16)	Lesson 3	
*cuisine /kwɪ'zi:n/ <i>n.</i> 烹饪	(16)	pianist /'pi:ənɪst/ <i>n.</i> 钢琴家, 钢琴演奏者	(26)
attractive /ə'træktɪv/ <i>adj.</i> 吸引人的, 有魅力的	(16)	musician /mju:'zɪʃən/ <i>n.</i> 音乐家	(26)
*spider /'spaɪdə/ <i>n.</i> 蜘蛛	(17)	at times 有时, 不时	(26)
web /web/ <i>n.</i> 蜘蛛网; 网状物	(17)	quit /kwɪt/ <i>vt. & vi.</i> 停止; 辞职	(26)
Unit 5		talent /'tælənt/ <i>n.</i> 才干; 天才	(26)
Warm-up		worldwide /,wɜ:ld'waɪd/ <i>adv.</i> 全世界地	(26)
folk /fəʊk/ <i>adj.</i> 民间的	(21)	in some ways 在某些方面	(26)
jazz /dʒæz/ <i>n.</i> 爵士乐	(21)	identity /aɪ'dentɪti/ <i>n.</i> 身份; 特性	(26)
*rock 'n' roll 摇滚乐	(21)	root /ru:t/ <i>n.</i> 根	(26)
*disco /'dɪskəʊ/ <i>n.</i> 迪斯科舞	(21)	rediscover /,rɪ:'dɪs'kʌvə/ <i>vt.</i> 重新发现	(26)
ballet /'bæleɪ/ <i>n.</i> 芭蕾舞	(21)	beauty /'bjʊ:ti/ <i>n.</i> 美; 美貌; 美人	(26)
Lesson 1		appearance /ə'piərəns/ <i>n.</i> 外貌, 外观	(26)
effect /ɪ'fekt/ <i>n.</i> 效果, 作用	(22)	shave /ʃeɪv/ <i>vt.</i> 剃, 刮	(26)
disappoint /,dɪsə'pɔɪnt/ <i>vt.</i> 使失望	(22)	hairstyle /'heəstaɪl/ <i>n.</i> 发型	(26)
extraordinary /ɪk'strɔ:dənəri/ <i>adj.</i> 非凡的, 特别的	(22)	transform /træns'fɔ:m/ <i>vt.</i> 转换, 转化	(26)
unclear /ʌn'kliə/ <i>adj.</i> 不清楚的	(22)	Lesson 4	
be used to 习惯于	(22)	*waltz /wɔ:ls/ <i>n.</i> 华尔兹舞	(28)
album /'ælbəm/ <i>n.</i> 唱片; 相册; 集邮册	(22)	*breakdance <i>n.</i> 霹雳舞	(28)
performance /pə'fɔ:məns/ <i>n.</i> 表演; 演奏	(22)	*encyclopedia /ɪn,sʌɪklə'pi:dɪə/ <i>n.</i> 百科全书	(28)
perform /pə'fɔ:m/ <i>vt. & vi.</i> 表演; 做	(22)	sword /sɔ:d/ <i>n.</i> 剑	(28)
award /ə'wɔ:d/ <i>n.</i> 奖, 奖品	(22)	*peacock /'pi:kɒk/ <i>n.</i> 孔雀	(28)
base /beɪs/ <i>n.</i> 基地, 基础	(22)	Swan Lake (芭蕾舞剧) 天鹅湖	(28)
extremely /ɪks'tri:mli/ <i>adv.</i> 极端地, 非常地	(22)	ordinary /'ɔ:dənəri/ <i>adj.</i> 普通的; 平常的	(28)
creative /kri'eɪtɪv/ <i>adj.</i> 有创造力的, 创造性的	(22)	generation /,dʒenə'reɪʃən/ <i>n.</i> 代, 一代	(28)
powerful /'paʊəfəl/ <i>adj.</i> 强大的, 有力的	(22)	type /taɪp/ <i>n.</i> 类型, 种类	(28)
anger /'æŋgə/ <i>n.</i> 气愤, 愤怒	(23)	skip /skɪp/ <i>vi.</i> 跳, 蹦	(28)
system /'sɪstəm/ <i>n.</i> 系统	(23)	back and forth 往返, 来回	(28)
audience /'ɔ:diəns/ <i>n.</i> 听众; 观众	(23)	unique /ju:'ni:k/ <i>adj.</i> 独特的, 唯一的	(28)
throughout /θru:'aʊt/ <i>prep.</i> 贯穿, 遍及	(23)	noble /'nəʊbəl/ <i>adj.</i> 贵族的; 高尚的, 高贵的	(29)
impress /ɪm'pres/ <i>vt.</i> 使(人)印象深刻	(23)	<i>n.</i> 贵族	
performer /pə'fɔ:mə/ <i>n.</i> 表演者	(23)	ballroom /'bɔ:lrum/ <i>n.</i> 舞厅, 跳舞场	(29)
Lesson 2		immigrant /'ɪmɪgrənt/ <i>adj.</i> 移民的, 移居的	(29)
instrument /'ɪnstɹəmənt/ <i>n.</i> 乐器; 工具	(24)	tap dancing 踢踏舞	(29)
male /meɪl/ <i>adj.</i> 男性的	(24)	*tango /'tæŋgəʊ/ <i>n.</i> 探戈舞	(29)

Communication Workshop

- reaction /rɪ'ækʃən/ *n.* 反应 (30)
responsible /rɪ'spɒnsəbəl/ *adj.* 有责任的, 应负责的 (31)
permission /pə'mɪʃən/ *n.* 允许, 许可 (31)
*realistic /rɪə'lɪstɪk/ *adj.* 现实(主义)的 (31)

Unit 6

Warm-up

- abstract /'æbstrækt/ *adj.* 抽象的, 深奥的 (35)
straight /streɪt/ *adj.* 直的 (35)
adv. 直, 直接
*wavy /'weɪvi/ *adj.* 波状的 (35)
imagination /ɪ,mædʒɪ'neɪʃən/ *n.* 想像; 想像力 (35)
painter /'peɪntə/ *n.* 画家; 油漆匠 (35)
pain /peɪn/ *n.* 痛苦; 疼, 痛 (35)

Lesson 1

- exhibition /,eksɪ'brɪʃən/ *n.* 展览会 (36)
poetry /'pəʊtri/ *n.* 诗(总称) (36)
missile /'mɪsaɪl/ *n.* 导弹 (36)
mane /meɪn/ *n.* 鬃毛 (36)
shade /ʃeɪd/ *n.* (色彩的) 浓淡; 阴影 (36)
sweat /swet/ *n.* 汗 (36)
youth /ju:θ/ *n.* 青春; 年轻人 (36)
insect /'ɪnsekt/ *n.* 昆虫 (36)
fix one's eyes on 注视, 凝视 (36)
creature /'kri:tʃə/ *n.* 动物; (有特性或特质的) 人 (36)
artist /'ɑ:tɪst/ *n.* 画家; 艺术家 (36)
valuable /'væljuəbəl/ *adj.* 贵重的, 有价值的 (36)
typical /'tɪpɪkəl/ *adj.* 典型的 (36)
elegantly /'elɪgəntli/ *adv.* 优雅地 (36)
*emphasise /'emfəsaɪz/ *vt.* 强调 (36)
*detail /'di:teɪl/ *n.* 细节, 详情 (36)
cloth /klɒθ/ *n.* 布, 布料 (36)
fold /fəʊld/ *n.* 皱褶 (36)
shallow /'ʃæləʊ/ *adj.* 浅的 (37)
shore /ʃɔ:/ *n.* 岸边 (37)
eyesight /'aɪsaɪt/ *n.* 视力 (37)

Lesson 2

- marble /'mɑ:bəl/ *n.* 大理石 (38)
concrete /'kɒŋkri:t/ *n.* 混凝土 (38)
*feature /'fi:tʃə/ *n.* 特征, 特色 (38)
balcony /'bælkəni/ *n.* 阳台 (38)
roof /ru:f/ *n.* 房顶 (38)
statue /'stætʃu:/ *n.* 雕像 (38)
castle /'kɑ:səl/ *n.* 城堡 (38)
skyscraper /'skɑ:skreɪpə/ *n.* 摩天大楼 (38)
*angel /'eɪndʒəl/ *n.* 天使 (38)

- ruin /'ru:ɪn/ *vt.* 毁坏, 毁灭 (38)
*loch /lɒk/ *n.* 湖; 海湾 (39)
*fairytale /'feərɪteɪl/ *n.* 童话 (39)
*granite /'græɪnt/ *n.* 花岗岩 (39)
sort of 有几分地 (39)
café /'kæfeɪ/ *n.* 咖啡馆 (39)

Lesson 3

- *phoenix /'fi:nɪks/ *n.* 凤凰 (40)
rooster /'ru:stə/ *n.* 雄鸡, 公鸡 (40)
bat /bæt/ *n.* 蝙蝠 (40)
tomb /tu:m/ *n.* 坟墓 (40)
date back (to) 追溯(到) (40)
dynasty /'dɪnəsti/ *n.* 朝代, 王朝 (40)
religious /rɪ'lɪdʒəs/ *adj.* 宗教的; 虔诚的 (40)
purpose /'pɜ:pəs/ *n.* 目的, 意图 (40)
pattern /'pætən/ *n.* 式样, 模式 (40)
character /'kærɪktə/ *n.* (书写或印刷的) 字, 字体 (40)
happiness /'hæpɪnɪs/ *n.* 幸福, 快乐 (40)
temple /'tempəl/ *n.* 庙宇, 寺庙 (40)
*offering /'ɒfərɪŋ/ *n.* 供品, 祭品 (40)
relate /rɪ'leɪt/ (to) *vt.* 把……与……联系起来 (40)
jewellery /'dʒu:əlri/ *n.* (总称) 珠宝 (40)
try out 试用, 试验 (40)

Lesson 4

- cottage /'kɒtɪdʒ/ *n.* 村舍, 小屋 (42)
rent /rent/ *n.* 租金 (42)
*landlord /'lændlə:d/ *n.* 房东 (42)
worm /wɜ:m/ *n.* 虫, 小虫 (42)
pipe /paɪp/ *n.* 管子 (42)
mercy /'mɜ:si/ *n.* 慈悲, 怜悯, 同情心 (42)
washroom /'wɒʃrum/ *n.* 盥洗室 (42)
damp /dæmp/ *adj.* 潮湿的 (42)
bathtub /'bɑ:θtʌb/ *n.* 浴缸, 澡盆 (42)
basement /'beɪsmənt/ *n.* 地下室 (42)
bathe /beɪð/ *vi.* 洗澡; 沐浴 (42)
fence /fens/ *n.* 栅栏, 围墙 (42)
narrow /'nærəʊ/ *adj.* 狭窄的 (42)
hold one's breath 屏住呼吸 (42)
garage /'gærɑ:ʒ/ *n.* 车库 (42)
garbage /'gɑ:bɪdʒ/ *n.* 垃圾, 废物 (43)
apartment /ə'pɑ:tmənt/ *n.* (美) 公寓住宅 (43)
*subway /'sʌbweɪ/ *n.* (美) 地铁 (43)
downtown /,daʊn'taʊn/ *adv.* 在市区, 往市区 (43)
adj. 市区的
lorry /'lɒri/ *n.* 卡车, 载重汽车 (43)
curtain /'kɜ:tn/ *n.* 窗帘 (43)

Communication Workshop

- air conditioner /kən'diʃənə/ 空调 (44)
conclusion /kən'klu:ʒən/ *n.* 结论; 结束 (44)

Names

- Peter Taylor /'pi:tə 'teɪlə/ 彼得·泰勒 (8)
Angela Rosseto /'ændʒɪlə rɒ'zetəʊ/
安吉拉·罗塞托 (8)
Peter Anderson /'ændəsn/ 彼得·安德森 (8)
Jennifer May /'dʒenɪfə meɪ/ 詹尼弗·梅 (10)
Mandy /'mændi/ 曼迪 (f.) (11)
Lucy /'lu:si/ 露西 (f.) (11)
Turner /'tɜ:nə/ 特纳 (姓氏) (11)
Cathy /'kæθi/ 凯茜 (f.) (12)
Alanis Morissette /'ælənɪs 'mɒrɪset/
阿兰妮丝·莫里塞特 (22)
Sue /sju:/ 苏 (f.) (Susan, Susanna,
Susannah 的爱称) (22)
Ricky /'rɪki/ 里基 (m. 亦作 Rickie) (22)
Tchaikovsky /tʃaɪ'kɔ:fski:/ 柴可夫斯基 (26)
Pablo Picasso /pɪ'kɑ:səʊ/ 帕伯罗·毕加索 (35)
Wassily Kandinsky /'wæsli kæn'dɪnski/
瓦西里·康定斯基 (35)
David Hockney /'hɒkni/ 大卫·霍克尼 (35)
Mona Lisa /'məʊnə 'li:sə/ 蒙娜·丽莎 (35)
Leonardo da Vinci /lɪəʊ'nɑ:dəʊ də 'vɪntʃi/
利奥纳多·达·芬奇 (35)
Ben Smith /'ben 'smɪθ/ 本·史密斯 (38)
Carlos Gardel /'kɑ:lɒs 'gɑ:del/ 卡洛斯·加达尔 (42)
Kiki /'ki:ki/ 基基 (42)
Nenny /'neni/ 内妮 (42)
Sandra Cisneros /'sɑ:ndrə 'sɪsnərəs/
桑德拉·西斯内罗斯 (42)
Eamon /'eɪmən/ 埃蒙 (45)
Juan Gris /'hwɑ:n gri:s/ 胡安·格里斯 (45)

- Blue Mountains 蓝山 (16)
Darling Harbour 达令港 (16)
Bondi Beach 邦迪海滩 (16)
Cambridge /'keɪmbrɪdʒ/ 剑桥 (22)
Venice /'venɪs/ 威尼斯 (38)
Budapest /'bu:də'pest/ 布达佩斯 (38)
Scotland /'skɒtlənd/ 苏格兰 (38)
Hyde Park 海德公园 (38)

Vocabulary in the songs (Unit 6 p.44)

- stare /steə/ *vi., vt.* 凝视, 注视
cozy /'kəʊzi/ *adj.* 舒适的, 安逸的
illuminate /ɪ'lu:mɪneɪt/ *vt.* 照明, 照亮
fiery /'faɪəri/ *adj.* 燃烧的, 如火的
gem /dʒem/ *n.* 宝石, 珠宝

Places

- Manchester /'mæntʃɪstə/ 曼彻斯特
Stanford /'stænfəd/ University 斯坦福大学
Auckland /'ɔ:klənd/ 奥克兰 (14)
New Zealand /'nju: 'zi:lənd/ 新西兰 (14)
Asia Pacific /'eɪʃə pə'sɪfɪk/ 亚太地区 (14)
Wellington /'welɪŋtən/ 惠灵顿 (14)
Mt Eden /'i:dn/ 伊甸山 (奥克兰) (14)
Auckland Harbour Bridge 奥克兰港湾大桥 (14)
the Parnell Village 帕内尔村 (14)
Sydney /'sɪdni/ 悉尼 (16)
Sydney Opera House 悉尼歌剧院 (16)
Sydney Harbour Bridge 悉尼港口桥 (16)
Sydney Tower 悉尼塔 (16)

Word List

(注: 带*号词为非课程标准词)

A

abstract /'æbstrækt/ *adj.* 抽象的, 深奥的
*acrobatics /,æk'rə'bætɪks/ *n.* 杂技
affect /ə'fekt/ *vt.* 影响
air conditioner /kən'dɪʃənəl/ 空调
album /'ælbəm/ *n.* 唱片; 相册; 集邮册
*angel /'eɪndʒəl/ *n.* 天使
anger /'æŋgə/ *n.* 气愤, 愤怒
apartment /ə'pɑ:tmənt/ *n.* (美) 公寓住宅
appearance /ə'piərəns/ *n.* 外貌, 外观
arrangement /ə'reɪndʒmənt/ *n.* 安排
artificial /ɑ:'trɪʃəl/ *adj.* 人造的
artist /ɑ:tɪst/ *n.* 画家; 艺术家
as if 好像, 仿佛
as well as 也, 又
at times 有时, 不时
attack /ə'tæk/ *n.* & *vt.* 攻击, 进攻
attractive /ə'træktɪv/ *adj.* 吸引人的, 有魅力的
audience /'ɔ:diəns/ *n.* 听众; 观众
average /'ævərɪdʒ/ *adj.* 平均的 *n.* 平均数
award /ə'wɔ:d/ *n.* 奖, 奖品

B

back and forth 往返, 来回
balcony /'bælkəni/ *n.* 阳台
ballet /'bæleɪ/ *n.* 芭蕾舞
ballroom /'bɔ:lrum/ *n.* 舞厅, 跳舞场
base /beɪs/ *n.* 基地, 基础
basement /'beɪsmənt/ *n.* 地下室
bat /bæt/ *n.* 蝙蝠
bathe /beɪð/ *vi.* 洗澡
bathtub /'bɑ:θtʌb/ *n.* 浴缸, 澡盆
be known as 被认为是
be up to 做, 从事于
be used to 习惯于
beauty /'bjʊ:ti/ *n.* 美, 美貌; 美人
*breakdance *n.* 霹雳舞

C

café /'kæfeɪ/ *n.* 咖啡馆
carriage /'kærɪdʒ/ *n.* 马车
castle /'kɑ:səl/ *n.* 城堡
central /'sentrəl/ *adj.* 中央的, 中心的
chaos /'keɪs/ *n.* 混乱, 无秩序
character /'kærɪktə/ *n.* (书写或印刷的) 字, 字体
chart /tʃɑ:t/ *n.* 表格, 图表
*Chinatown /'tʃaɪnətaʊn/ *n.* 唐人街
climate /'klaɪmɪt/ *n.* 气候

cloth /klɒθ/ *n.* 布, 布料
*clown /klaʊn/ *n.* 小丑
combine /kəm'baɪn/ *vt.* (使) 结合, (使) 联合
come true (愿望、梦想等) 实现
concept /'kɒnsept/ *n.* 概念
conclusion /kən'klu:ʒən/ *n.* 结论; 结束
concrete /'kɒŋkri:t/ *n.* 混凝土
*costume /'kɒstjəm/ *n.* 戏装; 服装
cottage /'kɒtɪdʒ/ *n.* 村舍, 小屋
crash /kræʃ/ *vt.* (汽车、飞机等) 撞毁; 坠毁
creative /kri'eɪtɪv/ *adj.* 有创造力的, 创造性的
creature /'kri:tʃə/ *n.* 动物; (有特性或特质的) 人
crime /kraɪm/ *n.* 犯罪; 罪行
*cuisine /kwɪ'zi:n/ *n.* 烹饪
curtain /'kɜ:tɪn/ *n.* 窗帘
*cyberspace /saɪbə'speɪs/ *n.* 网络空间

D

damp /dæmp/ *adj.* 潮湿的
date back (to) 追溯 (到)
destination /,destɪ'neɪʃən/ *n.* 目的地
*destruction /dɪ'strʌkʃən/ *n.* 破坏, 毁灭
*detail /di:'teɪl/ *n.* 细节, 详情
dip /dɪp/ *vt.* 浸
disappear /,dɪsə'piə/ *vi.* 消失
disappoint /,dɪsə'pɔɪnt/ *vt.* 使失望
*disco /'dɪskəʊ/ *n.* 迪斯科舞
downtown /,daʊn'taʊn/ *adv.* 在市区, 往市区
adj. 市区的
dynasty /'dɪnəsti/ *n.* 朝代, 王朝

E

effect /ɪ'fekt/ *n.* 效果, 作用
elegantly /elɪ'gəntli/ *adv.* 优雅地
*emphasise /em'fæsaɪz/ *vt.* 强调
*encyclopedia /ɪn,sæ'klə'pi:diə/ *n.* 百科全书
entertainment /,entə'teɪnmənt/ *n.* 娱乐, 款待
exhibition /,eksɪ'bɪʃən/ *n.* 展览会
exit /'egzɪt/ *vt.* 出, 离开
eyesight /'aɪsaɪt/ *n.* 视力
extraordinary /ɪk'strɔ:dənəri/ *adj.* 非凡的, 特别的
extremely /ɪks'tri:mli/ *adv.* 极端地, 非常地

F

*fairytale /'feərɪteɪl/ *n.* 童话
*fancy /'fænsi/ *vt.* (非正式) 想要做; 幻想
*fashion /'fæʃən/ *n.* 时髦, 时尚

*feature /'fi:tʃə/ *n.* 特征, 特色

female /'fi:meɪl/ *adj.* 女性的

fence /fens/ *n.* 栅栏, 围墙

fist /fɪst/ *n.* 拳头

fix one's eyes on 注视, 凝视

flesh /fleʃ/ *n.* 肉, 肉体

in the flesh 本人亲身

flood /flʌd/ *n.* 洪水, 水灾

vt., vi. 淹没

focus /'fəʊkəs/ *vi.* 集中注意

fold /fəʊld/ *n.* 皱褶

folk /fəʊk/ *adj.* 民间的

G

gallery /'gæləri/ *n.* 画廊

garage /'gærɑ:ʒ/ *n.* 车库

garbage /'gɑ:bɪdʒ/ *n.* 垃圾, 废物

general /'dʒenərəl/ *n.* 将军

generation /,dʒenə'reɪʃən/ *n.* 代, 一代

get in touch 取得联系

*global /'gləʊbəl/ *adj.* 全球的, 全世界的

global warming 全球变暖

*granite /'grænt/ *n.* 花岗岩

growth /grəʊθ/ *n.* 增长; 生长

guide /gaɪd/ *n.* 指南; 导游, 向导

H

*hacker /'hækə/ *n.* 电脑黑客

hairstyle /'heəstaɪl/ *n.* 发型

hang on (电话用语) 别挂断

happiness /'hæpɪnɪs/ *n.* 幸福, 快乐

harbour /'hɑ:bə/ *n.* 海港

harm /hɑ:m/ *vt. & n.* 伤害, 损害

historical /'hɪs'tɒrɪkəl/ *adj.* 历史的, 有关历史的

hold one's breath 屏住呼吸

I

identity /aɪ'dentɪti/ *n.* 身份; 特征

imagination /,ɪmædʒɪ'neɪʃən/ *n.* 想像; 想像力

immigrant /'ɪmɪgrənt/ *adj.* 移民的, 移居的

impress /ɪm'pres/ *vt.* 使(人)印象深刻

in other words 换句话说

in some ways 在某些方面

insect /'ɪnsekt/ *n.* 昆虫

instrument /'ɪnstɹəmənt/ *n.* 乐器; 工具

J

jazz /dʒæz/ *n.* 爵士乐

jewellery /'dʒu:əlri/ *n.* (总称) 珠宝

L

*landlord /'lændlə:d/ *n.* 房东

likely /'laɪkli/ *adj.* 有可能的 *adv.* (与 most, very 连用) 可能

*locate /ləʊ'keɪt/ *vt.* 坐落于; 位于

*location /ləʊ'keɪʃən/ *n.* 位置, 场所

*loch /lək/ *n.* 湖; 海湾

lorry /'lɒri/ *n.* 卡车, 载重汽车

M

male /meɪl/ *adj.* 男性的

*mane /meɪn/ *n.* 鬃毛

*Maori /'maʊri/ *n.* (新西兰) 毛利人

marble /'mɑ:bəl/ *n.* 大理石

mask /mɑ:sk/ *n.* 面具, 面罩

*material /mə'tɪəriəl/ *n.* 材料, 原料

mercy /'mɜ:si/ *n.* 慈悲, 怜悯, 同情心

*military /'mɪlɪtəri/ *adj.* 军事的, 军用的

millionaire /,mɪljə'neə/ *n.* 百万富翁

missile /'mɪsaɪl/ *n.* 导弹

musician /'mju:zɪʃən/ *n.* 音乐家

N

nail /neɪl/ *n.* 指甲; 趾甲

narrow /'nærəʊ/ *adj.* 狭窄的

network /'netwɜ:k/ *n.* 网络

noble /'nəʊbəl/ *adj.* 贵族的; 高尚的, 高贵的
n. 贵族

non-smoker *n.* 非吸烟者

nuclear /'nju:kliə/ *adj.* 原子能的

O

obvious /'ɒbvɪəs/ *adj.* 明显的, 显而易见的

offer /'ɒfə/ *n. & vt.* 优惠; 提供, 提议

*offering /'ɒfərɪŋ/ *n.* 供品, 祭品

officially /ə'fɪʃəli/ *adv.* 正式地

optimistic /,ɒptɪ'mɪstɪk/ *adj.* 乐观的

ordinary /'ɔ:dənəri/ *adj.* 普通的; 平常的

P

pack /pæk/ *vt.* 收拾(行李), 打包

pain /peɪn/ *n.* 痛苦; 疼, 痛

painter /'peɪntə/ *n.* 画家; 油漆匠

pattern /'pætən/ *n.* 式样, 模式

*peacock /'pi:kɒk/ *n.* 孔雀

*the Pentagon /'pentəgən/ (美国) 五角大楼

perform /pə'fɔ:m/ *vt., vi.* 表演; 做

performance /pə'fɔ:məns/ *n.* 表演; 演奏

performer /pə'fɔ:mə/ *n.* 表演者

permission /pə'mɪʃən/ *n.* 允许, 许可

*pessimistic /pesɪ'mɪstɪk/ *adj.* 悲观的, 厌世的

*phoenix /'fi:nɪks/ *n.* 凤凰

pianist /pi:ənɪst/ *n.* 钢琴家, 钢琴演奏者
pipe /paɪp/ *n.* 管子
poetry /'pəʊtri/ *n.* 诗 (总称)
powerful /'paʊəfəl/ *adj.* 强大的, 有力的
project /'prɒdʒekt/ *n.* 课题; 方案; 工程
purpose /'pɜ:pəs/ *n.* 目的, 意图

Q

quit /kwɪt/ *vt., vi.* 停止; 辞职

R

rapidly /'ræpɪdli/ *adv.* 快, 迅速地
reaction /ri'ækʃən/ *n.* 反应
*realistic /ri'ælɪstɪk/ *adj.* 现实 (主义) 的
reality /ri'æləti/ *n.* 真实, 现实
rediscover /,ri:dis'kʌvə/ *vt.* 重新发现
regular /'regjʊlə/ *adj.* 定期的, 规则的
reject /ri'dʒekt/ *vt.* 拒绝, 不接受
relate /ri'leɪt/ (to) *vt.* 把……与……联系起来
religious /ri'lɪdʒəs/ *adj.* 宗教的; 虔诚的
rent /rent/ *n.* 租金
represent /,reprɪ'zent/ *vt.* 代表
responsible /ri'spɒnsəbəl/ *adj.* 有责任的, 应负责的
*rock 'n' roll 摇滚乐
roof /ru:f/ *n.* 房顶
rooster /'ru:stə/ *n.* 雄鸡, 公鸡
root /ru:t/ *n.* 根
ruin /ru:ɪn/ *vt.* 毁坏, 毁灭

S

scenery /'si:nəri/ *n.* 风景, 景色
scientific /,saɪən'tɪfɪk/ *adj.* 科学的
seaside /'si:sɑɪd/ *n.* 海滨, 海边
settle /'setl/ *vi.* 定居
settlement /'setlmənt/ *n.* (新) 定居地
shade /ʃeɪd/ *n.* (色彩的) 浓淡; 阴影
shallow /'ʃæləʊ/ *adj.* 浅的
shave /ʃeɪv/ *vt.* 剃, 刮
shore /ʃɔ:/ *n.* 岸边
*site /saɪt/ *n.* (事物或事件发生) 场所, 位置
skip /skɪp/ *vi.* 跳, 蹦 *vt.* 跳过
skyscraper /'skaɪ,skreɪpə/ *n.* 摩天大楼
smoker /'sməʊkə/ *n.* 吸烟者
sort of 有几分地
*spider /'spaɪdə/ *n.* 蜘蛛
statue /'stætʃu:/ *n.* 雕像
straight /streɪt/ *adj.* 直的 *adv.* 直, 直接
*suburb /'sʌbɜ:b/ *n.* 市郊, 郊区
*subway /'sʌbweɪ/ *n.* (美) 地铁
suggestion /sə'dʒestʃən/ *n.* 提议, 建议
sunshine /'sʌnʃaɪn/ *n.* 阳光
*surfing /'sɜ:fɪŋ/ *n.* 冲浪

Swan Lake (芭蕾舞剧) 天鹅湖
sweat /swet/ *n.* 汗
sword /sɔ:d/ *n.* 剑
system /'sɪstəm/ *n.* 系统

T

talent /'tælənt/ *n.* 才干; 天才
*tango /'tæŋɡəʊ/ *n.* 探戈舞
tap dancing 踢踏舞
temple /'tempəl/ *n.* 庙宇, 寺庙
terrorist /'terərɪst/ *n.* 恐怖分子
throughout /θru:'aʊt/ *prep.* 贯穿, 遍及
title /'taɪtl/ *n.* 标题, 题目
*toe /təʊ/ *n.* 脚趾
tomb /tu:m/ *n.* 坟墓
tourism /'tuəɪzəm/ *n.* 观光, 游览
transform /træns'fɔ:m/ *vt.* 转换, 转化
treasure /'treʒə/ *n.* 财宝, 财富
try out 试用, 试验
type /taɪp/ *n.* 类型, 种类
typical /'tɪpɪkəl/ *adj.* 典型的

U

unclear /,ʌn'kleə/ *adj.* 不清楚的
unique /ju:'ni:k/ *adj.* 独特的, 唯一的

V

valuable /'væljuəbl/ *adj.* 贵重的, 有价值的
view /vju:/ *n.* 景色, 风景
*virtual /'vɜ:tʃʊəl/ *adj.* 虚拟的
virus /'vaɪərəs/ *n.* 病毒
volcano /vɒl'keɪnəʊ/ *n.* 火山

W

waist /weɪst/ *n.* 腰
*waltz /wɔ:ls/ *n.* 华尔兹舞
washroom /'wɒʃrum/ *n.* 盥洗室
*wavy /'weɪvi/ *adj.* 波状的
web /web/ *n.* 蜘蛛网; 网状物
worldwide /,wɜ:ld'waɪd/ *adv.* 全世界的
worm /wɜ:m/ *n.* 虫, 小虫

Y

youth /ju:θ/ *n.* 青春; 年轻人

Z

zone /zəʊn/ *n.* 地域, 地区

Irregular Verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	lead	led	led
bear	bore	born	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
blow	blew	blown	let	let	let
break	broke	broken	lie	lay	lain
bring	brought	brought	light	lighted/lit	lighted/lit
build	built	built	lose	lost	lost
burn	burnt/burned	burnt/burned	make	made	made
burst	burst	burst	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	run	ran	run
deal	dealt	dealt	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamt/dreamed	dreamt/dreamed	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown/showed
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	smell	smelt/smelled	smelt/smelled
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgot/forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone	strike	struck	struck/stricken
grow	grew	grown	swim	swam	swum
hang	hung/hanged	hung/hanged	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke/waked	woken/waked
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

Tapescript

Unit 4 Cyberspace

Warm-up

- 1 Well, that's a very interesting question. It is already possible to make artificial body parts, but it won't be possible for a very long time to make artificial humans that can think or feel in the same way as we do.
- 2 We know that the planet's climate is changing. The Earth's atmosphere is slowly getting warmer. There is a real danger that the sea level will go up and there will be flooding in different countries in the world. This is already happening in some parts of the world.
- 3 Well, it may sound surprising. Imagine the situation of two twins – a brother and sister. The sister goes into space and travels at the speed of light for ten years – when she comes back to Earth she is thirty years older than her twin brother!
- 4 Unfortunately, this is a very real danger for the planet. A new virus could develop that we have no power to stop. It is something we really should be worried about.

Lesson 2 Websites

Exercise 3

Presenter: Welcome to "Future Now". Today we are going to discuss the Internet with Dr Jennifer May from Manchester University. Dr May, how did the Internet begin?

Dr May: Well, it's strange but the Internet was started by the military. In the 1960s the Pentagon were worried about communications after a nuclear war. And in 1969 they thought of linking computers into a network so that if one part of the network was destroyed, other parts could continue working.

Presenter: And then scientists started to use the network, right?

Dr May: Yes, people in universities all over the world began to use the network to share ideas. They used it for work and for fun. In the 1980s, people started calling it the Internet.

Presenter: Then it was in the mid-1990s that the Internet really began to grow fast.

Dr May: Yes, now the Internet is important for entertainment, e-mail, playing games and getting information.

Exercise 5

Mother: Hello. 973273.

Mandy: Hello, Mrs Turner. This is Mandy.

Mother: Ah, hello Mandy. How are you?

Mandy: Fine thanks. Can I speak to Lucy, please?

Mother: Yes, just hang on a second, I'll get her.

Mandy: Thanks.

Mother: (shouts away from the telephone) Luuucy!

Lucy: Hello.

Mandy: Hi, Lucy. This is Mandy. What are you up to this weekend?

Lucy: Me, nothing. I'm not doing anything this weekend. Why?

Mandy: Let's do something. I've printed out the Internet page.

Lucy: What's on?

Mandy: Just hang on a second ...

Mandy: On Friday there's a fashion show ...

Lucy: Sorry?

Mandy: There's a fashion show this weekend.

Lucy: Oh, good. Why don't we go on Saturday morning?

Mandy: Well, I can't ... mm ... I've got a music lesson on Saturday morning. Do you fancy doing something on Friday night?

Lucy: Mmmm. Maybe.

Mandy: Well, there's that new Richard Bailey film on at the ... er the Colosseum. Would you like to go?

Lucy: Yeah, great. I'd love to. Richard's my hero you know.

Mandy: Yeah, and mine.

Lucy: Mmm. Well, I'd better go now. I've got homework to do.

Mandy: OK. Let's meet at 6:30, outside the cinema.

Lucy: Right. See you tomorrow.

Mandy: See you.

Communication Workshop

Speaking: Exercise 2

P: Hello and welcome to this Science Programme. Last week we asked students to tell us their ideas for scientific experiments they would like to do in space. To our surprise, hundreds of our student listeners sent in brilliant ideas. Today, we have invited two students, Wang Wei and Li Tao, to the studio to explain their space experiment to us.

W: Well, I was interested in carrying out a small experiment about ants. You know, ants like digging holes.

P: Ants in space? How interesting!

Li: Yes, but I couldn't really think of a good reason for doing that.

P: Mm, well, maybe you could learn about gravity.

W: That's what I thought. But then Li Tao had a better idea.

P: What was your idea, Li Tao?

L: Well, I like silkworms very much. One day, when I was feeding them and watching them eat, I suddenly wondered what would happen if they lived in space. How long would they live? Could

they still make silk? What kind of silk would they make?

W: I thought that was a great idea too, so we decided to do that.

P: Oh, I see. Silkworms are important to China. I think it is very meaningful to find out more about them.

L: Yes, you're right. Maybe they'll produce better silk in space. Then we might have better material for clothes.

P: Wow, I can't wait to see. Thank you for coming today. If any listeners have any other ideas for space experiments, please don't hesitate to share them with us. Call us on 80397582. Thanks for listening.

Unit 5 Rhythm

Warm-up

- 1 You can see the rhythm in the movements of the dancer. The music is European classical music. It is very beautiful and so are the dancers. Russian dancers are famous for their skills in this art form.
- 2 This kind of music is popular with young people all over the world. The rhythm is fast and exciting, and the music is famous for being very noisy. Usually electric guitars play a big role in this kind of music.
- 3 In this historical art form, traditional music and singing are used to tell a story on stage. The rhythm plays a part in telling the story. It can get faster and louder, or make sudden stops to go with the action.
- 4 Often this form of dancing is a group activity and so the rhythm is important in keeping the dancers together. They are often seen at festivals with the dancers wearing traditional clothes.

Lesson 2 Beijing Opera

Exercise 4

Presenter: Welcome to What's Your Rhythm. In today's programme, we're going to discuss Beijing Opera. But first, we have Professor Shang Xiaoming, to introduce us to the topic. We have also invited to the studio two high school students who want to know more about Beijing Opera. Professor Shang, what is Beijing Opera and when did it start?

Prof. Shang: Beijing Opera is a national treasure of China. The art started in the late 18th century and it combines acting, talking, singing, music, dancing and acrobatics. Actors play one of four roles: sheng, male roles; dan, female roles; chou, clown roles and jing, roles with brightly-painted face masks. Each role has its own singing and acting styles.

Presenter: Professor Shang, could you tell us something about the style of the music and singing in Beijing Opera?

Prof. Shang: Yes, certainly. In the early days, Beijing Opera was most often performed on open-air stages in markets, streets,

teahouses or outside temples. The music had to be played loudly and the performers had to sing with sharp voices, in order to be heard over the crowds. Slowly, this kind of singing became a special style of Beijing Opera.

Student 1: Professor Shang, the costumes in Beijing Opera are often very bright. Why is this?

Prof. Shang: That's a good question. As I mentioned just now, Beijing Opera was often performed on open-air stages and the stages were lit only by oil lamps. If the costumes weren't in bright colours, the crowds wouldn't be able to see them clearly.

Exercise 6

1

Mum: Yes, what is it? ... I'm in a bit of a hurry.

Li Ming: You know my classmate Yang Pufang.

Mum: Is he the boy whose father is a doctor?

Li Ming: Yes, that's the one. Well, Pufang's going to have a birthday party this Saturday afternoon. Is it OK if I go?

Mum: But your grandpa and grandma are coming to stay with us this weekend.

Li Ming: Please Mum. The party's a special occasion and everyone's going to it.

Mum: Oh, all right ... I'll let you go, but I need you to be back by 8 o'clock at the latest.

Li Ming: Thanks, Mum. And I was thinking ... can I go to the cinema with Pufang on Sunday? There's a really good cartoon showing.

Mum: What about your grandpa and grandma? Who's going to help me look after them if you go?

Li Ming: Oh, Mum. Please let me go to the cinema.

Mum: You can go to Pufang's birthday party but you can't go to the cinema. I'm sorry, but I'm going to need your help this Sunday. That's my final word!

Li Ming: OK.

2

Meiling: Excuse me, Miss Wang?

Miss Wang: Yes, Meiling.

Meiling: Would it be all right if I handed in my project next week?

Miss Wang: But you've had an extra week already.

Meiling: Well, I've been ill all week and haven't been able to do the work.

Miss Wang: Are you better now?

Meiling: Yes, much better. Thank you.

Miss Wang: OK, you can give me your project first thing on Monday morning.

Meiling: Thank you, Miss Wang. There's one more thing.

Miss Wang: Yes?

Meiling: Could I write up the project in Chinese?

Miss Wang: No, I'm afraid you can't. You must use English like all the other students.

Meiling: OK.

Unit 6 Design

Warm-up

- 1 I definitely think this one's the best. The woman looks so peaceful. It looks like she's keeping a secret and her eyes are almost watching you. Even though the painting is quite dark, it feels like it is full of light.
- 2 Personally, I think this one is good. It's got very strong lines and you can almost feel the music. And the colours – they're great – they're really bright. I like abstract paintings because you have to use your own imagination to understand what the painter is trying to do. I think ...
- 3 This one's my favourite. It shows war really well – with the dark, dark colours and the terrible pictures. The lines and shapes are square and hard. They show violence and pain. Look at the horse and the mother with her dead child. It's a very frightening painting because ...
- 4 Well, I think this one's the best. I really like the bright colours and the clear lines. I love the colour of the water in the swimming pool. The style's strange – it's realistic, but very simple at the same time.

Lesson 2 Great Buildings

Exercise 3

Female: Good evening and welcome to "Building Sightings". Today Ben Smith will describe four of his favourite buildings from around the world.

- 1 The Palace of the Doges, in Venice, is one of the best ancient buildings anywhere in Europe. It was finished in 1498. It has beautiful pink and white marble walls. From St Mark's Square you can see the balcony with statues on either side.
- 2 The Oriental Pearl Tower, constructed in 1994, is a 259-meter-high TV tower in Shanghai. It has an incredible glass-bottomed sightseeing corridor on the upper ball. You can challenge yourself by looking down through the transparent glass floor for the entire 150-meter-long corridor!
- 3 The ancient castle of Eilean Donan in Scotland is probably one of the most fantastic buildings in the world. It was built in the thirteenth century but was destroyed by the English in 1719. The castle was in ruins for 200 years until it was rebuilt in

1932. It has a large, stone tower and thick stone walls.

- 4 The Chrysler Building in New York is not the highest skyscraper in New York, but it is one of the most beautiful. This skyscraper was made of new materials: metal, concrete and glass. It was built in the 1930s and has a beautiful metal roof.

Exercise 4

Female: My favourite building's in Scotland. It's an amazing castle called ... Eilean Donan. Have you heard of it?

Male: No, I don't think so.

Female: Well it's er ... it's on ... on a loch, you know, ... a kind of lake. When you get near it, it looks as if it's in the water. It really looks like something from a fairytale, because it's located on a small island and it has a big tower.

Male: Mmm.

Female: When you walk across the bridge to the island you can see the castle in front of you. It looks really strong, 'cos it's made of a type of stone ... you know ... grey, and, er ...

Male: Granite?

Female: That's right. And anyway ... when you get inside it's sort of strange. And you can look out and see the loch around the castle and the sea. It's really beautiful.

Male: Mmmm.

Exercise 6

- 1 One very interesting place to visit in London is Hyde Park.
- 2 In Hyde Park there are some huge trees and broad paths to walk on.
- 3 The gardens are very beautiful and very neat.
- 4 They often have bands and parades in Hyde Park.
- 5 When it is sunny, people sit on the grass in the sun.
- 6 Many people go walking in Hyde Park to get exercise.

Communication Workshop

Speaking: Exercise 1

Female: Hey, Eamon.

Male: What?

Female: Come and look at this.

Male: Mmmmm, yeah. What is it?

Female: It's called "Sitting Woman", by Juan Gris.

Male: It looks like a lot of squares to me.

Female: Well, look, you can see the face of the woman, here at the top of the picture. And these squares show her dress. And here, at the bottom, you can see the chair. It's a modern painting. It's very interesting.

Male: I prefer things that you can see. You know, realistic pictures of people and places. Not all these abstract things.

Female: I don't agree with you. The painter uses different shapes and lines. There's movement in the painting.

Male: I really don't like it. I prefer realistic paintings myself. I don't like all these abstract paintings. In my opinion, anybody could do it. Even I could paint a picture like that.

Female: No, you couldn't. I like abstract paintings. They make you think about things.

Male: Well, I'm thinking about a cup of coffee myself. Are you coming?

Female: No. I want to see the other paintings. I'll see you in a while.

Male: OK. See you later.

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